



# KINGDOM QUEST

***TAKING FAITH AND CHARACTER  
TO THE NEXT LEVEL***

**AGES 7-10** A STRATEGY GUIDE FOR KIDS  
AND THEIR PARENTS/MENTORS

**PARENT/MENTOR GUIDE**

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*Kingdom Quest Parent/Mentor Guide*

*For use with Kingdom Quest: A Strategy Guide for Kids and Their Parents/Mentors*

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## A NOTE TO PARENTS

On a hot summer day many years ago, my parents stood on the platform of a train station in Baltimore, Maryland, waving good-bye as I headed off for college in Atlanta, Georgia. My mind was full of excitement as I considered the challenges and opportunities that lay ahead. My life stretched out before me, full of possibilities.

What I could not see behind my parents' smiles and tears were the inevitable questions that sincere Christian parents ask themselves at a time like this. Even though they knew the direction I had chosen for my life and that I was committed to ministry, they still had doubts: *Is he ready for all those possibilities? Is he prepared to be on his own? Can he face both temptations and opportunities and make wise decisions? Most importantly, is the faith my spouse and I have instilled in him a genuine, personal faith? Will he stand in good stead day in and day out, or has he really just gone through the motions because he thought that's what we wanted?* Only time would provide the answers to all my parents' questions.

As we're raising our kids, we have to keep in mind that the day will come when they will go out on their own, no longer under our direct supervision. We will ask ourselves this question: *Will they be prepared?*

It should be evident to Christian parents that when our kids reach that point of making their own way in the world, the most important thing they'll need to take with them is a living, personal faith in Jesus Christ. For example, they'll need to know how to pray for their own concerns and for those of others. Even more crucial, they'll need to have a *desire* to pray when there's no one around to make them do it.

Helping our children develop such a faith isn't easy, and it's certainly not automatic just because your family attends church together on Sundays. You can't simply teach them faith the way you can teach them math. Faith and a comprehensive understanding of kingdom values must become personally meaningful in each person's life and experience.

The most tiring and stressful task I know of is being a Christian parent. We love our children, and we believe they're gifts from God. We want to raise them in a fashion that will be honoring to Him. Yet our world is so misguided and so threatens to mislead them that we're tempted to wrap them in a cocoon and never let them out of our sight.

There are many verses in Scripture that directly discuss parenting, but the ones I try to adhere to most don't mention parenting at all. Here is a passage that parents should keep in the forefront of their minds:

Trust in the LORD with all your heart,  
And lean not on your own understanding;  
In all your ways acknowledge Him,  
And He shall direct your paths.  
Proverbs 3:5-6, NKJV

Parent, trust God as you lead your child to Him. Acknowledge Him in all that you do. He will guide you and direct you, and ultimately, He will guide and direct your child as well. That is my greatest piece of advice to leave with you as you enter into the journey of this *Kingdom Quest* strategy guide with your child. May the Lord bless you and give you His wisdom.

*Tony Evans*



## A NOTE TO MENTORS

Not long ago, *60 Minutes* ran a segment showing what happened to a group of adolescent bull elephants who were acting unruly. The groundskeepers knew that left unchecked, the young bulls were on a path to becoming extremely dangerous and prone to going on a rampage at any time.

So the park groundskeepers chose to address the situation by mimicking the environment from the elephants' natural habitat. In the wild, shortly after adolescent bulls break away from the herd and a strong matriarchal presence, older bulls become their mentors.

When the groundskeepers introduced adult bulls into the living space of the adolescents, the animals experienced exactly what the groundskeepers anticipated. Where there had been chaos, there was soon calm as the adults mentored the youth.

While there is little correlation between elephant and human behavior patterns, it's interesting to note one point of similarity: Psychologists see the same calming phenomenon in kid mentoring programs. Mentoring is essential to developing a boy into a mature man and a girl into a mature woman.

With the growing absence of intentional parenting in our land—spiritually, physically, or emotionally—many adults are being called upon to act as surrogate fathers or mothers to raise the next generation of our country. Through your role as a mentor—whether in leading a church youth group or a Sunday school class, or in your neighborhood or local school—you are having a direct impact on a young person's life.

When God spoke of being a “father of the fatherless” in Psalm 68:5 (ESV), He wasn't referring to some ethereal spirit floating around. He was speaking of real people having real conversations acting as His representatives—His hands and feet—as surrogate fathers and mothers to those in need. That's what it means when James 1:27 declares, “Pure and undefiled religion in the sight of our God and Father is this: to visit orphans and widows in their distress” (NASB).

Far too often we consider orphans to only be those who've experienced the physical death of their parents. We overlook those who are spiritual orphans or whose fathers have abandoned them relationally, emotionally, or physically. A child without the positive influence of a parent is an orphan, whether that parent is alive or dead. You have done well to open your eyes and see those young people in need around you, and to also respond with a desire to help and make a lasting impact for good. I commend you for this. I commend you for recognizing the connection between worshiping God and helping others, between loving God and loving others.

For example, God rejected Israel's worship because of an absence of righteousness, of helping those in need (Amos 5:21-24). God's heart beats strongest in strengthening those in need. Jeremiah 9:24 says:

“But let him who boasts boast of this, that he understands and knows Me, that I am the LORD who exercises lovingkindness, justice and righteousness on earth; for I delight in these things,” declares the LORD. (NASB)

If we know God, we ought to be about the things He's about, which always includes helping others, especially those who need it most. There's no greater category of those in need than those who lack a positive and ongoing parental influence.

You may not see immediate fruit, but then again, you may. I've witnessed countless stories of lives changed through our own local mentor ministry at our church in Dallas, which reaches into nearly fifty public schools. I've seen kids go to college when college was not even on their radar. I've seen kids who were suspended and even kicked out of school turn their lives around and become mature adults, serving others and serving God. No life is beyond God's reach, and He will use you to make a difference.

Let me close this message to you with a reminder from a simple story that carries a profound meaning. This story is about a grandfather and his grandson walking on the beach. The beach was littered with starfish that had been washed up earlier that morning. Hundreds of starfish lay helpless in the sand underneath the scorching sun.

While they were walking, the grandfather reached down and picked up a solitary starfish. He looked at it and then softly tossed it back into the water. Taking a step farther, he picked up another one and did the same.

The grandson saw the enormous number of starfish littered on the beach and sighed. He questioned his grandfather, saying, "Papa, you can't pick them all up. Why even try? It doesn't matter anyhow."

The grandfather, hearing the hopelessness in his grandson's voice, reached down to grab yet another starfish and gently placed it in his grandson's hand.

"Throw it in the water," he said, smiling. "Go ahead, toss it in."

The grandson did.

"You see," the grandfather continued. "You are wrong. It does matter. It matters to that one."

What you are doing, my friend, matters. It matters enormously. Be encouraged and continue the path in helping to develop youth into kingdom kids who learn to live every area of life under the rule of God.

*Tony Evans*

## INTRODUCTION

*Jesus kept increasing in wisdom and stature, and in favor with God and men.*

Luke 2:52, NASB

Four areas of development are mentioned in Luke 2:52, and they are areas in which we would like to see children mature. They are wisdom, stature, favor with God, and favor with men.

The first area of development is wisdom. Now wisdom is not just factual knowledge but rather the ability to apply spiritual truth and principles to the practical issues and choices of daily life. The book of Psalms tells us what brings about wisdom: “The fear of the LORD is the beginning of wisdom; A good understanding have all those who do His commandments; His praise endures forever” (Psalm 111:10, NASB). As children grow in reverence for God, they will also be growing in wisdom. Pray that the child or children you are working with will grow in reverence and wisdom.

“Increasing in . . . stature” refers to physical growth, which is the second area of development. Pray here for the child’s safety and good health so each child can develop to the full extent of his or her God-given abilities.

The third area of development mentioned in the verse is “in favor with God,” which is a clear reference to spiritual growth. Pray that the child will always have a tender heart toward the Lord. Ask that each child’s greatest desires will be to know Him, walk with Him, and serve Him.

Finally, the phrase “in favor with . . . men” refers to the developmental area of social growth. Pray that the child will not only learn how to get along with others and how to be a true friend, but also that he or she can make friends without compromising his or her values. Pray that God will bring the children good friends who will be a positive influence. And pray that even now God would be preparing the young boys and young girls who will grow up to one day become godly mates for them.

### LET’S GET STARTED

Let me begin by saying how happy I am that you have decided to use the *Kingdom Quest* strategy guide program that has been designed to be used as a faith-building resource for you to use with your child. The goal of the *Kingdom Quest Parent/Mentor Guide* is to equip parents and mentors with a tool for developing kingdom kids. One way this is done is through giving children a kingdom worldview—a lens through which they can view all of life in relationship to God’s Word. A kingdom kid seeks to align his or her thoughts, words, and actions underneath the rule of God.

The *Kingdom Quest* strategy guide is divided into fifteen kingdom keys. Each key focuses on an area of life development such as integrity, wisdom, or resiliency. God’s Word makes it clear that when we apply His truths to our lives, we will experience the victory He has promised. The kingdom keys outline these truths in a fun and engaging video game format that kids are familiar with.

Because social scientists have determined that it typically takes anywhere from two months to several months to form a new habit,<sup>\*</sup> I want to encourage you to go over one lesson per week. If you are a Sunday school leader, school teacher, or mentor, this will carry out over the course of a typical semester. A sample of a weekly lesson might look like this:

\*Phillippa Lally, Cornelia H. M. van Jaarsveld, Henry W. W. Potts, and Jane Wardle, “How Habits Are Formed,” *European Journal of Social Psychology* 40, no. 6, (October 2010), 998–1009.

- 10 Minutes** Read the Key, Goals, Meaning, and From the Word. Carry out the Define activity.
- 15 Minutes** Review the Goals. Carry out the Questions 2 Ponder and Just 4 Fun activities.
- 10 Minutes** Review the From the Word section. Read and discuss the Here 2 Help section.
- 15 Minutes** Review the Key. Carry out the It's Up 2 You introspective activities or assessments. Discuss your results and potential ways to improve them while continuing to strengthen and fortify what is already strong. When applicable, carry out the Bonus Round activity or save it for Friday.
- 10 Minutes** In a journal, ask the child or children to write a three- to four-paragraph summary of the Key and From the Word; a major point from Here 2 Help; and their own personal strengths and areas for potential growth. Review their summary, adding any insights and affirmations as needed.

If you homeschool your child, you can also use this lesson as part of your weekly enrichment. You can approach each lesson at one student sitting, which should take anywhere from an hour up to an hour and a half to work through. Or you can divide each lesson into sections and spend around fifteen to twenty minutes a day on each section throughout the week. Here's a sample of what this would look like:

- Monday** Read the Key, Goals, Meaning, and From the Word. Carry out the Define activity.
- Tuesday** Review the Goals. Carry out the Questions 2 Ponder and Just 4 Fun activities.
- Wednesday** Review the From the Word section. Read and discuss the Here 2 Help section.
- Thursday** Review the Key and From the Word activities. Carry out the It's Up 2 You introspective activities or assessments. Discuss your results and potential ways to improve them while continuing to strengthen and fortify what is already strong. When provided, carry out the Bonus Round activity or save it for the last day.
- Friday** In a journal, ask the child or children to write a three- to four-paragraph summary of the Key and From the Word; a major point from Here 2 Help; and their own personal strengths and areas for potential growth. Review their summary, giving any insights and affirmations as needed.

As you review the strategy guide, you'll notice that each lesson is coupled with biblical passages to support the principles being taught. I want to encourage you as the leader working through this guide with the child or children to learn and memorize these verses along with them. Have some fun with it. The deeper you hide God's Word in your heart, the more authentically and powerfully it will flow out of you to those around you.

Also in each lesson are activities designed to reinforce the truths being taught. Some of these lessons require materials, but most do not. I wanted to make it as easy for you as possible while also accomplishing the greatest good. Look at these activities before you begin so you will know if you need any materials to go with them. If the activity calls for a group of people and you are doing this with just one child, you may want to consider pulling in other family members, neighbors, classmates, or friends to complete the activity. Try to take advantage of these activities as much as possible because through them, you will be creating an atmosphere for deeper conversation on the topic. (Take note, for the lesson on service, Key 8, you'll need to plan ahead so that you and your child(ren) can visit a soup kitchen or food pantry.)

Now, the child(ren) you are working with may want to skip the Here 2 Help part for whatever reason, but I want to encourage you to either read it to them or to ask questions after they have read it to be sure that they understood the material. I've kept it short on purpose while still trying to make the point.

The children will learn some interesting things about themselves through this *Kingdom Quest* strategy guide, such as their spiritual gifts, learning style, and personality type. I'm hopeful that these practical things, coupled with the virtues taught in the *Kingdom Quest* strategy guide, will set them on the path to living out their God-given destiny. You may want to take some of the introspective tests, because it will give you something to talk about with the kids you are working with and give you deeper insights into your own lifestyle approach in interacting with them.

Finally, bathe this journey in prayer and be on the lookout for ways that the enemy will seek to derail you or to take you off task. Satan does not want to see the future generation trained in the Lord, and the enemy will try different ways to keep you from doing your part in that. These distractions might even be good tasks—such as things that keep you busy at church—but whatever distractions may tempt you, commit to making this *Kingdom Quest* strategy guide a priority in your home, church, neighborhood, or school for the duration of its use.

May God bless you on this journey and cause you to see the goodness and the fruit of your investment.

## AN INTRODUCTION TO KINGS AND KINGDOMS

### WEAPONS OF WARFARE

Go over the material on pages viii-xiii of the *Kingdom Quest* strategy guide with your child(ren).  
Read the Ephesians 6:11-17 passage aloud with them. Sign the list of fellow soldiers on page xiii.



# KINGDOM KEY 1 IDENTITY

Below you'll find instructions to augment the material in the *Kingdom Quest* strategy guide. For the Just 4 Fun section, you'll need the following: a journal for your child and art supplies such as paper, scissors, markers, and stickers. Optional for the Here 2 Help section, you'll need baking supplies to create a dessert.

## QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 3 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your child(ren) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.


1. What three words would you use to describe yourself?
2. How do you know who your friends really are? Do you choose friends based on what they say about themselves? Or do you choose them by what they do?
3. Imagine you will be stuck in a room alone for a week. (Yes, you have food, water, clothing, and access to a bathroom.) What four items would you take with you? Why did you choose those items?

## JUST 4 FUN

Print the following page for your child(ren). It will help them develop their own slogan and tagline. Here are additional sample taglines to share with your child(ren) while they are completing the assignment on page 3 of the *Kingdom Quest* strategy guide:

- **McDonalds:** I'm Lovin' It
- **Dairy Industry:** Got Milk?
- **Habitat for Humanity:** A world where everyone has a decent place to live.
- **Focus on the Family:** Helping Families Thrive
- **World Vision:** Building a Better World for Children
- **Oceana:** Protecting the World's Oceans

## JUST 4 FUN CONTINUED



**Head:** This is your very specific, God-given purpose based on what you know to be true about yourself. Create a purpose statement for yourself based on everything below the capstone.

**Eyes:** Who do you look up to and why? What is significant about that person and what quality about them do you admire?

**Heart:** Where do you feel called? What do you feel called to do by God?

**Arms:** What roles do you play in society? What are the responsibilities that go along with those roles? Are you a girl? A boy? A Christian? A Dallas Cowboys fan? A basketball player?

**Hands:** Here you list your spiritual gifts and the things that are bestowed upon you as a child of God.

**Genetics:** Look at your family history (both Mom's and Dad's side). Where did your family come from? What are some of your family traits? What is important in your family?

**Legs:** Create a timeline of events from when your parents met to the present time and include anything and everything in this timeline. (Don't be afraid to be honest with yourself about things that have happened to you, because in one way or another they have shaped you into who you are today.)

**Feet:** All foundations should be built on Christ. What has Christ done for you? What are God's truths and promises that you live by? Is there a specific verse in the Bible that you quote daily to yourself? A foundation built on anything else will surely crumble, so your identity must be founded on Christ.

## HERE 2 HELP

Discuss the material on page 5 of the *Kingdom Quest* strategy guide with your child(ren). Optional: If you have time and access to a kitchen, bake a dessert together. The metaphor of using ingredients to make up a person is used throughout the material.

## IT'S UP 2 YOU

A copy of the Identity quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 5–8 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score in the 20- to 29-point range may need additional encouragement that they are wonderfully made by God.

1. I remember that God created me *on purpose*.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SOMETIMES
  - D. NO, I AM NOT SURE.
2. I remember that God created me *for* a purpose.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SOMETIMES
  - D. NEVER
3. I feel good about myself only when I do well in school, in sports, in music, or in another activity.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SELDOM
  - D. NEVER
4. I tend to feel worthless because I'm not very good at anything.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SELDOM
  - D. NEVER
5. I feel like I am important to my parents and/or other adults in my life.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SELDOM
  - D. NEVER

**IT'S UP 2 YOU CONTINUED**

6. I am comfortable being myself around people who are different from me.
- A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. SELDOM**
  - D. NEVER**
7. If I got a *really* bad haircut . . .
- A. THE WHOLE SCHOOL COULD MAKE FUN OF ME, AND I WOULDN'T CARE.**
  - B. IF PEOPLE MADE FUN OF ME, I MIGHT FEEL LIKE CRYING.**
  - C. I WOULD WEAR A HAT OR ASK MY FRIENDS TO HELP HIDE ME AT LUNCHTIME.**
  - D. I WOULD TRY TO STAY HOME SO NO ONE WOULD SEE ME, NOT EVEN MY FRIENDS.**
8. I can discuss my strengths and weaknesses with others.
- A. YES, WITH MOST PEOPLE**
  - B. YES, WITH SOME PEOPLE**
  - C. NOT REALLY**
  - D. I DON'T KNOW WHAT MY STRENGTHS AND WEAKNESSES ARE.**
9. I think most people would reject me if they knew what I am really like.
- A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. SELDOM**
  - D. NEVER**
10. I tend to wonder if I will go to heaven when I die.
- A. ALWAYS**
  - B. MOST OF THE TIME**
  - C. SELDOM**
  - D. NEVER**

## IT'S UP 2 YOU CONTINUED

## IDENTITY SCORECARD

1. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**2. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**3. Answer: **A-2** **B-3** **C-4** **D-5** **POINTS:**4. Answer: **A-2** **B-3** **C-4** **D-5** **POINTS:**5. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**6. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**7. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**8. Answer: **A-5** **B-4** **C-3** **D-2** **POINTS:**9. Answer: **A-2** **B-3** **C-4** **D-5** **POINTS:**10. Answer: **A-2** **B-3** **C-4** **D-5** **POINTS:****TOTAL POINTS:**

## IT'S UP 2 YOU CONTINUED

### IDENTITY PROFILE

*If your total points score was . . .*

**40–50:** You know that you were created by God on purpose. You know that you have a purpose in life. You are secure in your identity. You have a good support system of family and friends. You may enjoy hobbies and activities, but you are not defined by what you do or what you are good at. You are aware that if Jesus Christ is your Savior, your eternity is secure in Him.

**30–39:** You might see yourself as a human *doing*. Instead, try to see yourself as a human *being*. If we identify ourselves by what we do, our identity is shaken. It can crumble if we perform poorly.

**20–29:** It's never too late to understand that you can have an identity that is secure in Jesus Christ. He is a Rock, who loves you unconditionally, who never changes, and who will never forsake you or leave you alone. God has given each of us gifts and made each of us uniquely and wonderfully. By spending time learning His Word, we can learn what our gifts are and the purpose He has for our lives. Go through this key again with your Guide, and pray that you understand that God made you to follow His purpose for your life.





## BONUS ROUND-IDENTITY

Take the personality strengths assessment below, which was adapted from the work of John Trent and Gary Smalley. Help your child(ren) score the assessment; their copy begins on page 127 of the *Kingdom Quest* strategy guide. If you're a parent, take time to evaluate the differences between your personality assessment result and your child's. Ask your child(ren) the following questions:

1. Do you think you might not get along with kids of differing personality types? For example: A hardworking "ant" may see a "puppy" as too fun-loving or perhaps even lazy. Or a peace-loving "pony" may not know how to handle an "elephant" who isn't afraid of conflict. How can understanding about personality styles help you have less conflict and fewer bad feelings?
2. What personality traits do you have that some of your friends do not have? In what ways can you learn to help one another?
3. What strengths do you have that can help build up the church and the people there?

## WHAT IS YOUR PERSONALITY LIKE?

This short quiz isn't a real test that a psychologist or a school counselor would use, but it's fun and can help you understand yourself and others. Here's how it works: Circle fifteen phrases that really, truly sound just like you. Then go to the following chart.



## BONUS ROUND—IDENTITY CONTINUED

### What Animals Are You Like?

These fun animal profiles will help you remember your personality traits. Count how many blue answers you circled. Then red, brown, and green. Fill in the numbers in the chart. (The total should add up to fifteen.) The color with the highest number is your main personality. Read the animal profile that corresponds to that color. If another color is the same or within one point, read that animal description too.

BLUE	RED	BROWN	GREEN

**BLUE = ELEPHANT.** This personality is “big”—but not the physical size; some elephants are tiny people. You can hardly miss this person—you know when he/she is in the room! Elephants don’t mind conflict, so they will say what is on their mind, just like an elephant calls in the wild. Elephants like to win at games and strive to be the best. Elephants don’t always notice others, and so they can accidentally “squash” them. Elephants are good leaders because they’re brave and strong enough to clear a path for others.

**RED = ANT.** If an elephant is a “big” personality, the ant is a “small” personality. Ants don’t show their emotions, and others think of them as shy. Often they have clean desks, clean clothes, and clean bedrooms. It’s important for ants to know the rules of a game or the classroom. What’s right and what’s wrong matter to them. Like real ants that carry food to the ant-hill, people with an ant personality finish what they start. Ants also make plans. Just as real ants have elaborate anthills, people with this personality trait think through hard problems, and they work hard on a project till it’s done—and done well.

**BROWN = PUPPY.** A puppy loves company and everyone loves a puppy! Puppies talk a lot and make others feel comfortable. They may leave a messy room or desk at school in the same way a young dog messes up a house with its toys. Puppies look to have fun, and so doing homework or chores seems burdensome. They are positive, creative, and full of great ideas.

**GREEN = PONY.** Ponies are loyal. They like it when everyone is happy, and so they don’t argue. In the same way a real pony is comfortable taking the same trail every day, a person with a pony personality likes to do things in the same way. Ponies’ quiet nature makes them good listeners. Like a real pony that carries a rider, people with pony personalities like to help others.

\*This quiz was developed by Marianne Hering.

## KINGDOM KEY 2 INTEGRITY

For the Just 4 Fun lesson you'll need knotted or circle pretzels, a stick of butter or margarine, and five or six pieces of dried spaghetti for each child.. You also may want to cue to a YouTube clip showing a controlled demolition; there are several to choose from.

### FROM THE WORD

Here's an additional verse you can discuss with your child(ren):

I'd say you'll do best by filling your minds and meditating on things true, noble, reputable, authentic, compelling, gracious—the best, not the worst; the beautiful, not the ugly; things to praise, not things to curse. Put into practice what you learned from me, what you heard and saw and realized. Do that, and God, who makes everything work together, will work you into his most excellent harmonies.

—PHILIPPIANS 4:8, MSG

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 10 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your child(ren) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do your friends make it easier or more difficult for you to do what is right? Do your friends listen to you if you ask them to do what is right?
2. Has another person's poor choices (lack of integrity) made life more difficult for you? (For example, has someone ever stolen something from you? Bullied you? How did that affect you?)
3. How do you want others to describe you: [Your name] is a person who is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

### HERE 2 HELP

Consider making a poster with a STAR acrostic on it and hanging it where your child or children can see it regularly.

One system to make decisions that result in strong choices is called **STAR**. The **STAR** acrostic tells you to

**S**

Stop what you are doing;

**T**

Think about how your decisions will impact yourself and others;

**A**

Adjust your decisions; and

**R**

Respond thoughtfully.

## JUST 4 FUN

Follow the instructions for the activity on page 11 of the *Kingdom Quest* strategy guide, which uses knotted pretzels, a stick of butter or margarine, and dried spaghetti. Then read Aesop's fable "The Shepherd Boy and the Wolf" (often called "The Boy Who Cried Wolf") together with your child(ren) and discuss the following questions.

### THE SHEPHERD BOY AND THE WOLF

A shepherd boy tended his master's sheep near a dark forest. The pasture was not far from his village. Soon the boy found life in the pasture very boring.

One day he sat watching the sheep near the quiet forest. He wondered what he would do if he saw a wolf. He thought of a plan to amuse himself.

His master had told him to call for help if a wolf attacked the flock. The villagers would hear his cries and come to the pasture. They would help drive the wolf away. Then, even though he had not seen a wolf, he ran toward the village shouting, "Wolf! Wolf!"

As he expected, the villagers heard his cry. They dropped their work and ran to the pasture. But when they got there, the villagers found the boy doubled up with laughter. The boy had played a trick on the villagers.

A few days later, the shepherd boy shouted again, "Wolf! Wolf!" Again the villagers ran to help him. And again the boy laughed at them.

Then one evening, a wolf sprang from the underbrush and attacked the sheep.

The boy was terrified. He ran toward the village shouting, "Wolf! Wolf!" The villagers heard his cry, but they did not run to help him this time. "He cannot trick us again," they said.

The wolf killed a great many of the boy's sheep. Then it slipped away into the forest.

And the moral is this: *Liars are not believed even when they speak the truth.\**

\*Aesop, public domain. Adapted by Marianne Hering. Original text found in *The Aesop for Children* (Minneapolis, MN: Lerner, 2014).

Answer the following questions based on the story:

1. How did the shepherd boy put his sheep in danger?
2. How can the shepherd boy gain back the trust of the villagers?
3. Have you ever been dishonest? What happened when you were dishonest? Did anyone find out?
4. Was anyone else hurt by your dishonesty?
5. Were you able to earn back the trust of the people you lied to or tricked?
6. What good things come from telling the truth?

## IT'S UP 2 YOU

A copy of the integrity quiz has been provided so that you may take it to find out where your own strengths and weaknesses are. (The original is on pages 12–15 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score in the 18- to 30-point range may need additional help in understanding how their choices affect others.

**IT'S UP 2 YOU CONTINUED**

1. If I had a chance to steal something from a store, I would do it.  
**A. DEFINITELY    B. MAYBE    C. NO, I WOULDN'T DO THAT.**
2. If I want to do something but my mom or dad disapproves of it, I would do it anyway.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
3. I go to websites and download videos and/or music without paying. I don't find out if it's legal or not.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
4. It is perfectly okay to copy homework as long as the other person doesn't mind.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
5. I think about how my decisions and actions affect my family and/or friends.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
6. I think about how my decisions and actions affect people I don't know.  
**A. DEFINITELY    B. MAYBE    C. NO, I DON'T DO THAT.**
7. If I thought a kid at school was cheating on a test, I would tell a teacher.  
**A. DEFINITELY**  
**B. MAYBE**  
**C. NO, I WOULDN'T SNITCH.**  
**D. I'D TALK ABOUT IT WITH A PARENT OR MENTOR BEFORE TELLING THE TEACHER.**
8. Everyone who knows me would say they can count on me to be truthful.  
**A. ALL OF THE TIME**  
**B. MOST OF THE TIME**  
**C. SOMETIMES**  
**D. NEVER**
9. I say and do things so that other people will like me.  
**A. ALL OF THE TIME**  
**B. MOST OF THE TIME**  
**C. SOMETIMES**  
**D. NEVER**

## IT'S UP 2 YOU CONTINUED

### INTEGRITY SCORECARD

For each question, assign the following point values for the answer chosen. Then, total the number of points you have on the assessment.

1. Answer:	A-2	B-4	C-6	POINTS:	
2. Answer:	A-2	B-4	C-6	POINTS:	
3. Answer:	A-2	B-4	C-6	POINTS:	
4. Answer:	A-2	B-4	C-6	POINTS:	
5. Answer:	A-6	B-4	C-2	POINTS:	
6. Answer:	A-6	B-4	C-2	POINTS:	
7. Answer:	A-6	B-4	C-2	D-6	POINTS:
8. Answer:	A-8	B-6	C-4	D-2	POINTS:
9. Answer:	A-2	B-4	C-6	D-8	POINTS:

**TOTAL POINTS:**



## IT'S UP 2 YOU CONTINUED

### INTEGRITY PROFILE

*If your total points score was . . .*

**46–58:** You are walking with integrity. You are doing the right thing even when the right thing is difficult to do or might be unpopular. You are putting the welfare of others ahead of your own needs or wants. You are asking for guidance from the right places.

**32–44:** If you answered in this range, take a moment to thank the people in your life who have taught you that it is important to do the right thing. But from time to time you struggle to do what you know is right. Understand that doing what you know to be right and true will become a habit if you are consistent.

**18–30:** Sometimes kids (and adults!) have to be awakened to the idea that the community is full of people—some of whom we may never meet—who count on us to do the right thing. Every time you get in a car to go somewhere, you are counting on everyone else to obey the traffic laws so that you can safely arrive at your destination. If your score is in this range, get into the habit of using the **STAR** acrostic (see the Here 2 Help section) as you make decisions. Ask your Guide to go through this key with you again.



## BONUS ROUND

Please read the following page to your child(ren) or print the page for them to read. Ask them to answer the questions at the end in writing or verbally.

## BONUS ROUND-INTEGRITY

Stores used to be closed every Sunday because they had to be. That was the law. Thirty years ago, that law changed. Some business owners decided to open their stores on Sunday so they could make more money. Other business owners decided to give themselves and their employees a day of rest, no matter what the law allowed.

One such businessman was Truett Cathy. He was the founder of Chick-fil-A. Today, Chick-fil-A is the top fast-food restaurant chain in the country selling chicken. Cathy didn't close on Sunday because he was afraid of hard work. In fact, he opened a business at the age of eight to help support his struggling family. He closed the restaurants on Sunday because he thought it was the right thing to do.

Integrity can be seen in the way Cathy did business. This was his business plan: It doesn't matter where you are, if you walk into a Chick-fil-A, you will get the same high quality of food and friendly service every time.\*

\*Truett Cathy info from the S. Truett Cathy website.

As far as a sandwich goes, a Chick-fil-A sandwich is one of integrity. Could Chick-fil-A make more money by opening on Sunday? Very likely the answer is yes. But the company decided that taking a day of rest is the right thing to do. When it closes on Sundays, the company is showing integrity.

## What about you?

1. As a Chick-fil-A store operator, you could probably make a lot more money for yourself and make a lot of hungry people happy by opening on Sunday. Cathy knew that, and yet he still closed the restaurants on Sundays. His belief about a day of rest was more important to him than making more money. Is there something that you believe in strongly enough that it would be worth giving up thousands of dollars (or more allowance money) each year? Write out your thoughts.

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2. What would be better: feeling peace on the inside because you did what you believed or having more money but less time to rest from work and enjoy what God has given you?

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## KINGDOM KEY 3 WISDOM

In advance of the Just 4 Fun section, write down on index cards some daily-life scenarios that your child(ren) will likely face. These scenarios are real or could-be-real situations. They can involve friends, family, or strangers. They can happen at church, at home, at school, or anywhere or anytime in the community. One example, which is written directly to the child: A friend of a friend brought a smartphone to a church overnight event. He/she is planning on showing everyone inappropriate images. Your friend tells you about it, but he or she asks you not to tell. What should you do? Another example: Your friend's older brother offers you a ride on his new motorcycle. You're tempted to take the ride because it looks like so much fun, but your parents aren't available to give permission. What should you do?

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 17 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your child(ren) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What is the difference between being smart and being wise?
2. What are things you can do to grow in understanding God's wise ways?
3. Can you name one person you consider to be wise and explain why you chose him or her?

Here is an additional question that didn't appear in the *Kingdom Quest* strategy guide:

4. Can you remember a time when you acted on wisdom and did something good? Explain how it made you feel. What do you think were the reasons for those feelings?

### JUST 4 FUN

Bring out the life scenarios you've written and then create more with input from your child(ren). The instructions appear on page 17 of the *Kingdom Quest* strategy guide.

Also, play the following game with your child(ren). It's based on the book of Ecclesiastes in which Solomon collected sayings of the world and then compared them with the Word of God. It is important that your child or children be able to distinguish what is from the world and what is from God. The Word of God is our guide for living our life. Read the first portion of the phrase and see if your child(ren) can finish the phrase. Then ask them if they know where the saying is from. Many are from the Bible. If you have time, google a few of the non-biblical phrases to find out what their origin is.

A gentle answer / turns away wrath. (Proverbs 15:1, NASB)  
 Too close for / comfort  
 Pride goes before / destruction. (Proverbs 16:18, NASB)  
 Too big for your / britches

## JUST 4 FUN CONTINUED

A good name is more desirable than / great riches. (Proverbs 22:1, NIV)  
 Sticks and stones may break my bones / but words will never hurt me.  
 As iron sharpens iron, / so one man sharpens another. (Proverbs 27:17, NIV)  
 If you play with fire / you will get burnt.  
 Saved by the skin / of your teeth (Job 19:20, paraphrase)  
 Better safe / than sorry  
 Do to others / what you would have them do to you. (Matthew 7:12, NIV)  
 Innocent until / proven guilty  
 It is not good that man should / be alone. (Genesis 2:18, NKJV)  
 A land flowing with milk / and honey. (Exodus 3:8, ESV)  
 Man does not live / by bread alone. (Deuteronomy 8:3, ESV)  
 A still small / voice (1 Kings 19:12, NKJV)  
 Two heads / are better than one (Ecclesiastes 4:9, paraphrase)  
 You are what / you eat.  
 As he thinks in his heart, / so is he. (Proverbs 23:7, paraphrase)  
 Whoever digs a pit / may fall into it. (Ecclesiastes 10:8, NIV)  
 They have sown the wind and / will reap the whirlwind. (Hosea 8:7, paraphrase)  
 Where your treasure is, / there your heart will be also. (Matthew 6:21, ESV)  
 No one can serve two / masters. (Matthew 6:24, ESV)  
 A wolf in sheep's / clothing (Matthew 7:15, paraphrase)  
 A pearl of great / price (Matthew 13:46, paraphrase)  
 The blind leading / the blind (Matthew 15:14, paraphrase)  
 You can lead a horse to water / but you can't make him drink.  
 A rolling stone / gathers no moss.  
 Oil and water / don't mix.  
 A stitch in time / saves nine.  
 A watched pot / never boils.  
 If at first you don't succeed, / try, try, again.  
 The squeaky wheel / gets the grease.  
 Seek, and you will / find. (Matthew 7:7, ESV)  
 He who hesitates / is lost.  
 Beauty is only / skin deep.  
 A city on a hill / cannot be hidden. (Matthew 5:14, NIV)  
 Necessity is the / mother of invention.  
 A friend in need / is a friend indeed.  
 A bird in the hand / is worth two in the bush.  
 Silence is / golden.  
 Children should be seen / and not heard.  
 Don't cast your pearls / before swine. (Matthew 7:6, paraphrase)  
 What is good for the goose / is good for the gander.  
 You can't judge a book / by its cover.  
 Don't count your chickens / before they hatch.  
 Cleanliness is next to / godliness.  
 People who live in glass houses / shouldn't throw stones.  
 The early bird / gets the worm.  
 An apple a day / keeps the doctor away.  
 All's fair in love and / war.  
 Look before you / leap.

## HERE 2 HELP

Use these questions that are also on page 18 of the *Kingdom Quest* strategy guide to foster discussion with your child(ren): Pretend you were given the chance to redo moments in your life. What would you do differently? Would you make better choices? Would you choose different friends? How would you spend your time? Would you practice harder at whatever sport, gift, or skill you have? Do your homework on time? Give up electronic games and TV programs for a year? (Okay, maybe that last one is a stretch!)

## IT'S UP 2 YOU

A copy of the wisdom quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 20–22 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children who score fewer than 8 points will need extra encouragement. Review the lesson with them and be sure to affirm any wise decisions or actions you see coming from your child(ren) in the next few weeks.

1. When I'm not sure what to do, I ask a parent or mentor what the Bible says to do. Or I read the Bible myself.  
**A. YES      B. NO      C. SOMETIMES**
2. When I'm not sure which decision is best, I pray about what to do.  
**A. YES      B. NO      C. SOMETIMES**
3. I tend to repeat the same mistakes.  
**A. YES      B. NO      C. SOMETIMES**
4. When I'm faced with a tough decision, I ask people who have experience what to do.  
**A. YES      B. NO      C. SOMETIMES**
5. The elderly don't understand what my life is like.  
**A. TRUE      B. FALSE      C. MAYBE**
6. I have at least one adult in my life whom I can trust to give me good advice.  
**A. YES      B. NO**
7. Church friends my age are a good source of advice. I talk to them before I make decisions.  
**A. YES      B. NO      C. SOMETIMES**
8. When others ask me for advice, I give them my opinion confidently.  
**A. YES, THAT'S ME!**  
**B. I'M OFTEN HESITANT TO ANSWER. I'M NOT SURE WHAT I BELIEVE. I SUGGEST THAT THEY SHOULD ASK AN ADULT.**  
**C. SOMETIMES, BUT THERE ARE TIMES WHEN I'M A LITTLE AFRAID TO TELL PEOPLE WHAT I THINK.**

## IT'S UP 2 YOU CONTINUED

9. I wait until I feel sure of something before I act or speak.  
**A. YES      B. NO      C. SOMETIMES**
10. I can remember a time when I followed advice that I didn't like, but I knew it was right.  
**A. YES; IT WORKED WELL FOR ME.**  
**B. NO, BUT I WISH I HAD AND WILL NEXT TIME.**  
**C. NO, I HAVEN'T HAD THAT EXPERIENCE.**

### WISDOM SCORECARD

Record your answers here.

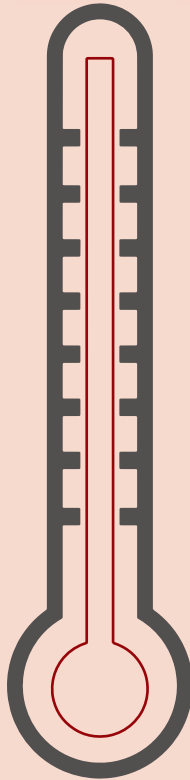
1. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
2. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
3. Answer:	<b>A-0</b>	<b>B-2</b>	<b>C-1</b>	<b>POINTS:</b>
4. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
5. Answer:	<b>A-0</b>	<b>B-2</b>	<b>C-1</b>	<b>POINTS:</b>
6. Answer:	<b>A-1</b>	<b>B-0</b>		<b>POINTS:</b>
7. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
8. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
9. Answer:	<b>A-2</b>	<b>B-0</b>	<b>C-1</b>	<b>POINTS:</b>
10. Answer:	<b>A-2</b>	<b>B-1</b>	<b>C-0</b>	<b>POINTS:</b>

**TOTAL POINTS:**

## IT'S UP 2 YOU CONTINUED

### WISDOM METER

Color in the Wisdom Meter according to your scorecard. If your total points score was . . .



**14–19 points:** You've already learned that wisdom can be found through others who have more life experience. You have also applied biblical truth to life experiences. Wisdom is a lifelong pursuit, so keep up the good work.

**8–13 points:** You're on your way to walking in wisdom. The Bible teaches that respect and awe of the Lord are the beginning of knowledge. Continue seeking His will and learning about His character through Bible study and prayer. Wisdom will save you from many painful experiences in life. When offering advice to others, seek God's wisdom about what to say.

**0–7 points:** The Bible tells us that if we ask God for wisdom, He will give it to us (James 1:5–6). If you find that you're not learning from experience and are often making unwise choices, be sure to find a reliable adult you can seek out for advice. More important, read God's Word daily. (Hint: Proverbs is a book that is full of practical wisdom.) Also, take time to talk with/listen to God about what you know and what you need to learn. He is listening and desires to teach you.





## BONUS ROUND-WISDOM



For each child, print a copy of the Bonus Round material, which has been provided. A note from learning-style specialist Cynthia Ulrich Tobias, MEd, is below:

Dear Parents and Mentors,

The following material will help you identify *cognitive styles* (also called *learning styles*). A cognitive style is the way people take in, understand, and make decisions about information. It's the framework for how a person makes sense of the world, and it affects everything a person does.

*Personality type* and *temperament* are the other major layers in the framework of a person's life. They are more psychological than cognitive, and they have a lot to do with how people handle relationships, emotions, and stress. (For example, the personality assessment for the Bonus Round in Key 1.)

I want children to remember that they are fearfully and wonderfully made—they are too complex to be described in a box or category. However, the more puzzle pieces they can identify about themselves, the easier it will be to recognize how to cope and succeed in virtually any situation by using their strengths to adapt and conquer even the toughest circumstances.

What I'm offering is a quick, practical way for children to identify some of the key elements of learning style strengths based on solid, empirical research. This is not a formal research assessment, but it is the result of decades of study and both formal and informal research, and it is referenced to primary researchers and scholars.

The following pages represent constantly updated material reflecting student feedback and success. The research and assessment information is referenced in several of my books, including the following:

*Every Child Can Succeed: Making the Most of Your Child's Learning Style* (Focus on the Family, 1996)  
*I Hate School! How to Help Your Child Love Learning* (Zondervan, 2010)  
*The Way They Learn: How to Discover and Teach to Your Child's Strengths* (Focus on the Family, 1998 and 2013)  
*The Way We Work: A Practical Approach for Dealing with People on the Job* (B&H Publishing, 1999)  
*You Can't Make Me (But I Can Be Persuaded)* (Waterbrook Press, 2012)

For the full test and other fun assessments, visit [CynthiaTobias.com](http://CynthiaTobias.com) and click on "Resources."



## BONUS ROUND-WISDOM CONTINUED

### How Do I Learn?

The following assessment is based on information in *The Way They Learn* by Cynthia Ulrich Tobias, MEd. The questions are designed to help you define your learning-style strengths. Put an X on the line in the place that best describes your learning habits. At the end, you will create a summary about what types of things help you learn and a summary about what does not help you learn.

#### How do I best concentrate?

1. I seem most alert during which time(s) of day?

Early morning \_\_\_\_\_ Late evening

2. When I do my best work, I need food and drink OR food and drink distracts me.

Need to eat or drink \_\_\_\_\_ Distracted by eating or drinking

3. I seem to be able to concentrate best in bright light OR I like dim light better.

Bright light \_\_\_\_\_ Dim light

4. I am almost always most comfortable doing homework in a formal setting OR I prefer an informal setting.

Formal (desk, table) \_\_\_\_\_ Informal (floor, bed, sofa)

#### How do I best remember?

1. When trying to remember or review, I am most successful when I can repeat the words aloud, drill verbally, or turn the information into a song or rhyme.

Almost always \_\_\_\_\_ Almost never

2. I like to see a picture of what is meant, sketch out an idea, and/or use colorful folders to organize.

Almost always \_\_\_\_\_ Almost never

3. I like to keep on the move, take frequent breaks, work in spurts of great energy, and/or shift positions.

Almost always \_\_\_\_\_ Almost never

#### How good of a listener am I?

1. When listening to information or directions, I usually get the gist of things and understand the main idea.

Almost always \_\_\_\_\_ Almost never

2. I can remember specific details of what I hear and can repeat things word for word.

Almost always \_\_\_\_\_ Almost never

## BONUS ROUND-WISDOM CONTINUED

### What is my reading style?

1. When reading, I often read quickly, skipping unfamiliar words.

Almost always	Almost never
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2. I read slowly and deliberately. I read every word and stop when there is an unfamiliar word.

Almost always	Almost never
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3. I tend to choose reading subjects that can further my knowledge. I do not do much light reading.

Almost always	Almost never
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### How do I like to organize?

1. When organizing, I usually work with piles, not files. I spread materials out over several areas.

Almost always	Almost never
---------------	--------------

2. I need a clear and efficient work space.

Almost always	Almost never
---------------	--------------

3. I tend to procrastinate.

Almost always	Almost never
---------------	--------------

4. I work best with a structured schedule.

Almost always	Almost never
---------------	--------------

5. I need to break larger projects into manageable parts.

Almost always	Almost never
---------------	--------------

### What do I like to learn?

1. I am more interested in obvious facts than in hidden meanings.

Almost always	Almost never
---------------	--------------

2. I am often interested in where a person got the facts.

Almost always	Almost never
---------------	--------------

3. I am most interested in the background of the person giving the facts.

Almost always	Almost never
---------------	--------------

4. I am mostly just interested in how much of the facts are really necessary.

Almost always	Almost never
---------------	--------------

## BONUS ROUND—WISDOM CONTINUED

### How do I prefer my schedule on a day-to-day basis?

1. I prefer having a parent or teacher provide predictable plans and routines.

Almost always

Almost never

2. I prefer to design my own schedules or routines.

Almost always

Almost never

3. Before I make a decision to do something, I like to know what will make everyone else happy.

Almost always

Almost never

4. I like doing whatever the inspiration of the moment dictates.

Almost always

Almost never

### How do I respond to authority?

1. When parents and teachers set guidelines, I need clear and specific rules and expectations.

Almost always

Almost never

2. I need logical reasons for procedures and guidelines explained to me.

Almost always

Almost never

3. It's important to me that adults ask me for my opinion before they make decisions.

Almost always

Almost never

## What Did I Just Learn About Myself?

Go back and review your evaluations. On the following lines, list some of the ways you learn best—write it as if you wanted a parent or a mentor to know this about you so that he/she could help you succeed. Circle the parts that are most important to you. Share it with your Guide.

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## KINGDOM KEY 4 PRAYER

Gather materials so your child(ren) can make a prayer jar in the Just 4 Fun section. You'll need empty jars with lids, glue, tape, decorative paper, small scraps of plain paper, and colored markers or pencils. For the It's Up 2 You section, your participant(s) will need a blank piece of paper and a pen, pencil, or markers.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 25 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What are some things that stop you from praying?
2. Can you describe a time that you prayed for something and God answered you?
3. Do you think that God always answers our prayers? Why or why not?

### JUST 4 FUN

Use the prayer jar material you gathered earlier to complete this section found on page 25 of the *Kingdom Quest* strategy guide.

### HERE 2 HELP

An extended metaphor about car keys can be found on page 26 of the *Kingdom Quest* strategy guide. To augment this portion of the lesson, share this verse if appropriate: "From now on, whatever you request along the lines of who I am and what I am doing, I'll do it. That's how the Father will be seen for who he is in the Son. I mean it. Whatever you request in this way, I'll do" (John 14:13-14, MSG).

You may also spend time praying for very specific things with your child or group. Grab a globe, spin it, and stop it with one finger. Wherever your finger lands, pray for that country. Pray for missionaries to spread the gospel there, for the well-being of the people, for good leaders, for enough good hospitals and doctors, and for peace, etc. You could also plan to take a walk around your child(ren)'s school or home. Be specific in prayer over the places where you walk; pray for your child(ren)'s future. Pray for their future school/college or career options, spouse, children, jobs, etc.

## IT'S UP 2 YOU

There are three parts to this section, which is on pages 27–28 of the *Kingdom Quest* strategy guide.

First, help your child or children learn how to pray using Scriptures as a guide. Start with Matthew 25:45: “He will answer them, ‘I’m telling the solemn truth: Whenever you failed to do one of these things to someone who was being overlooked or ignored, that was me—you failed to do it to me’” (MSG).

Second, encourage and affirm your child(ren) while they create a word cloud of things for which they are thankful.

Third, discuss why waiting on the Lord in prayer is faith driven. Use the analogy of waiting for food at a fast-food restaurant as an illustration.

## KINGDOM KEY 5 GOD'S WORD

For the Just 4 Fun section, you'll need one blindfold for every two children in the group and some "obstacles" such as chairs, piles of blankets, a pan full of water, etc. Optional: For the It's Up 2 You section, have ready a blank poster board and markers. Other art supplies to decorate the poster may enhance the final product.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 30 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you have more pop songs memorized or Bible verses?
2. What is one verse that has made a difference in your life? Explain how.
3. What stops you from studying the Bible more? What do you need to do to find time to read the Bible today? Tomorrow? Next week?

### JUST 4 FUN

Lead blindfolded students through the minefield. Directions can be found on page 31 of the *Kingdom Quest* strategy guide.

### HERE 2 HELP

Explain the following concept to your child(ren) after they finish the Here 2 Help section on page 32 of the *Kingdom Quest* strategy guide. Help them set up a plan to read the Bible on a daily basis.

Studying the Bible in small, consistent servings is similar to developing good eating habits. You don't eat a week's worth of food on Monday morning. Instead you have a snack here, a protein drink there, or meals at multiple times throughout the week. The same is true with effective Bible study. For example, you could take one chapter in Proverbs and read it in the morning. You could memorize one verse of the chapter after school. You could pray through one of the other verses before you fall asleep. That would be more effective than reading the entire book of Proverbs in one sitting.

## IT'S UP 2 YOU

Optional: Make a poster with the following instructions on it. Hang it somewhere your child or children can see it during the week. More information can be found on page 32 of the *Kingdom Quest* strategy guide.

Use the verses in the *Kingdom Quest* strategy guide or select your own verses to study. As you read the verse, use the **SPECK** method to see how it applies to you. Answer any or all the questions below from the verse. Start by examining one verse of your choice and write your answers on the following lines. Start a **SPECK** journal or enter your notes on an electronic device.

- S**—Is there a **sin** for me to avoid?
- P**—Is there a **promise** for me to claim?
- E**—Is there an **example** for me to follow?
- C**—Is there a **commandment** for me to obey?
- K**—Is there **knowledge** I can gain?

### VERSE

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**S**

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**P**

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**E**

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**C**

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**K**

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## KINGDOM KEY 6 FAITH

For the Just 4 Fun section, you'll need two empty 2-liter soda bottles, one soda-bottle cap, and one broom. You'll also need to clear a space large enough to swing the broom safely. For the Here 2 Help section, you'll need to cue to <https://youtu.be/zE7YomvT2eo> or use the QR code provided.



### FROM THE WORD

Here are two more verses on faith that you may share with your child(ren). See also Luke 17:6, which is printed on page 34 of the *Kingdom Quest* strategy guide.

Now faith is the assurance of things hoped for, the conviction of things not seen. —**HEBREWS 11:1 (NASB)**

We walk by faith, not by sight. —**2 CORINTHIANS 5:7 (NASB)**

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 35 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Can you describe a time when you doubted God or His Word? What did you do to rebuild your faith?
2. Besides God, name three things you know to be true even though you have never seen them.
3. Finish this: Sometimes I don't believe when \_\_\_\_\_.

### JUST 4 FUN

Follow the directions on page 35 of the *Kingdom Quest* strategy guide. This lesson requires two empty soda bottles, one soda-bottle cap, and a broom.

### HERE 2 HELP

You will need four minutes to view this YouTube clip: <https://youtu.be/zE7YomvT2eo>.

At the end of the clip, encourage your child or children by reading this: Faith is a powerful tool in the hands of a kingdom kid. The only time you're to do nothing is when there is nothing to do. Walk by faith. Unless it has hit your feet, it is not faith. God's calling on your life is bigger than what you can see. He responds when you move—when you walk by faith, not wish by faith. For kingdom kids, faith is a verb—an action word. It's not passive. It's stepping out on the promises of God.



## IT'S UP 2 YOU

A copy of the faith quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 38–40 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score in the 20- to 29-point range may need additional encouragement that they can grow in their faith.

1. I believe that God's Word is always true, all the time.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**
2. I tend to get discouraged when I'm waiting on God to answer a prayer.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**
3. I have made a decision or acted on faith, and it turned out well.  
**A. YES, MANY TIMES  
 B. OCCASIONALLY  
 C. MAYBE ONCE  
 D. NO, NOT THAT I KNOW OF.**
4. I have made a decision or acted on faith, and it turned out to be a disappointment.  
**A. YES, MANY TIMES  
 B. OCCASIONALLY  
 C. MAYBE ONCE  
 D. NO, I HAVE NEVER BEEN DISAPPOINTED.**
5. Fear holds me back from trying new things.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**
6. I need to see it before I can believe it.  
**A. ALWAYS  
 B. MOST OF THE TIME  
 C. SOMETIMES  
 D. NO. IF I CAN IMAGINE IT, I CAN BELIEVE IT.**
7. I make decisions based on how I feel about the situation or the people involved.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**
8. I regularly pray for God's help and guidance.  
**A. YES, AT LEAST ONCE A DAY  
 B. YES, OFTEN  
 C. YES, EVERY SUNDAY AT CHURCH  
 D. YES, WHEN I'M WORRIED OR IN A BIND**
9. I believe that God always answers prayer.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**
10. Sometimes, things get worse before they get better.  
**A. STRONGLY AGREE   B. AGREE   C. DISAGREE   D. STRONGLY DISAGREE**

## IT'S UP 2 YOU CONTINUED

## FAITH SCORECARD

1. Answer: **A-5**   **B-4**   **C-3**   **D-2**   **POINTS:**2. Answer: **A-2**   **B-3**   **C-4**   **D-5**   **POINTS:**3. Answer: **A-5**   **B-4**   **C-3**   **D-2**   **POINTS:**4. Answer: **A-2**   **B-3**   **C-4**   **D-5**   **POINTS:**5. Answer: **A-2**   **B-3**   **C-4**   **D-5**   **POINTS:**6. Answer: **A-2**   **B-3**   **C-4**   **D-5**   **POINTS:**7. Answer: **A-5**   **B-4**   **C-3**   **D-2**   **POINTS:**8. Answer: **A-5**   **B-4**   **C-3**   **D-2**   **POINTS:**9. Answer: **A-5**   **B-4**   **C-3**   **D-2**   **POINTS:**10. Answer: **A-2**   **B-3**   **C-4**   **D-5**   **POINTS:****TOTAL POINTS:**

## IT'S UP 2 YOU CONTINUED

### FAITH PROFILE

*If your total points' score was . . .*

**40–50:** You have learned the excitement of living by faith. God always answers prayer, but He doesn't always answer on our timetable or always give us the answer we want. The longer we walk with God, the more we learn that He always has our best interests in mind. We also learn that He is always true to His Word.

**30–39:** Building your faith, like anything else worth doing, requires practice. That practice comes through prayer, worship, and studying God's Word. When we believe His Word to be true for all people and at all times, it changes the way we view life. We begin to see that sometimes what we wanted really isn't the best for us. We learn to trust that God will provide for all our needs "according to His riches in glory in Christ Jesus" (Philippians 4:19, NASB).

**20–29:** One thing is for sure: "There is now no condemnation for those who are in Christ Jesus" (Romans 8:1, NASB). God wants you to have faith because through faith, He can bless you, guide you, and otherwise make your life full. Never let anyone tell you that life with God is dull. Nothing can be further from the truth! Living by faith is the most exciting way to live. God wants to bless you abundantly, above what you can dream or imagine (Ephesians 3:20). Start talking to God today. He is listening. Read His Word, and sing Him a love song. He is waiting!



## BONUS ROUND

For each child, please print one copy of the Bonus Round material. Ask your child(ren) to answer the questions at the end of the reading selection.

## BONUS ROUND-FAITH

The African impala is beautiful, and it has amazing abilities. It's also a tasty meal for several African animals, such as the lion and the cheetah! Only the impala is able to leap as far as thirty-three feet (ten meters) in length. That's like jumping over two regular-sized cars! Only the impala can jump as high as ten feet (three meters) in height. That's like jumping higher than most of the ceilings in your house! Even so, the impala can easily be kept inside a solid fence only three feet (one meter) high. It could easily jump over that solid fence, but it won't. Why not? Because it cannot see where its feet will land!

Have you heard the expression "to take a leap of faith"? God made the impala to leap, but it won't unless it can see where it is going. You are made in the image and likeness of God (Genesis 1:27). Just like the impala, God has given you unique and beautiful gifts and abilities. He also has a plan for you—and it isn't to be eaten by a lion!

### What about you?

1. Can you trust God to provide a landing place for you when you take a leap of faith? Have you made a decision on faith? Have you made a choice that God would like, even when you didn't know how it would turn out? What was that choice?

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2. Are you praying for God to show you how you can grow in faith? What are some risks—leaps of faith—that you can take for the kingdom today?

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## KINGDOM KEY 7 RESPONSIBILITY

For this lesson's Just 4 Fun section, you may want to check out a copy of the children's book *The Little Red Hen* to read instead of the one printed in the *Kingdom Quest* strategy guide. You'll also need about ten letter-sized envelopes per child for the It's Up 2 You section.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 43 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What are some of the benefits of being responsible at home? In friendships? At school?
2. What is one area where you can grow in responsibility? What steps can you take?
3. Does being responsible scare you? Why or why not?
4. Are you responsible for anyone other than yourself?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

5. Who is responsible for you? Describe a time when this person demonstrated being responsible for you.
6. Explain what this statement means to you: "I am only responsible for myself, not others."

### JUST 4 FUN

If you checked out the library book about *The Little Red Hen*, read it instead of the version on pages 44–45 of the *Kingdom Quest* strategy guide. Discuss the following questions:

1. Are you most like the little red hen, her chicks, or the three lazy friends? Explain your answer.
2. The little red hen had to act alone. She could have given up, thinking, *Well, if no one's going to help me, I'll just quit. I can't do it on my own.* Why do you think she kept going?
3. Is there a task in your life that seems overwhelming? How can breaking it into steps help you accomplish your task?
4. Pick one of the following community jobs and tell what would happen if every worker in the city woke up one morning and said, "I'm not going to do my job today": police officer, doctor, truck driver, school teacher.

### HERE 2 HELP

Help your child(ren) with the material about Daniel that appears on page 47 of the *Kingdom Quest* strategy guide.

### IT'S UP 2 YOU

Help your child(ren) set up a cash-only envelope system for budgeting.

### BONUS ROUND

For each child, print a copy of the Bonus Round that has been provided. Spend some time with your child(ren) going deeper about responsibility; discuss what happens when people fail to be responsible and how that affects their lives.

## BONUS ROUND-RESPONSIBILITY

Start discussing areas of responsibility with your child(ren) by first having them come up with one example for each word or phrase in the following list: actions; the ways we treat family, friends, God, and others; chores; school work; and spiritual relationship. Then ask them:

1. Do people trust that you will follow through on your responsibilities? Explain.
2. What happens when people fail to be responsible?

Copy and give each child the Scripture Doodle pages and a responsibility chart. Use the Scripture Doodle pages and the Responsibility Chart to continue talking about their responsibilities.

## Scripture Doodles

Explain that these are important Scriptures and that their own notes or doodles will help them live the words.

**BONUS ROUND-RESPONSIBILITY CONTINUED**

**HERE IS MY COMMAND. LOVE ONE ANOTHER,  
JUST AS I HAVE LOVED YOU.**

**—JOHN 15:12**

**I AM RESPONSIBLE FOR HOW I TREAT PEOPLE. I CAN  
SHOW LOVE IN THESE WAYS:**



**MY FAMILY**



**MY FRIENDS**



**MY NEIGHBORS**

**ONE PERSON I HAVE HURT  
AND NEED TO TREAT BETTER IS**

\_\_\_\_\_.



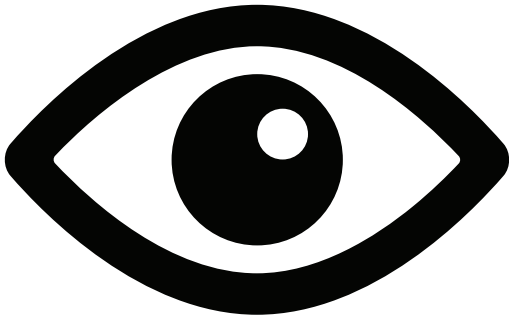


**BONUS ROUND-RESPONSIBILITY CONTINUED**

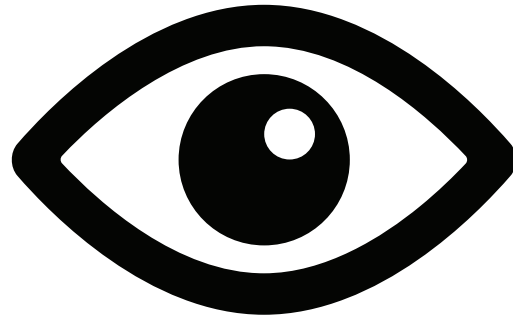
**NOTHING IN ALL CREATION IS HIDDEN FROM  
GOD'S SIGHT. EVERYTHING IS UNCOVERED AND  
LAID BARE BEFORE THE EYES OF HIM TO WHOM  
WE MUST GIVE ACCOUNT.**

**-HEBREWS 4:13 (NIV)**

**WOW! I AM RESPONSIBLE FOR MY ACTIONS.**



**GOOD THINGS  
GOD HAS SEEN:**



**BAD THINGS  
GOD HAS SEEN:**

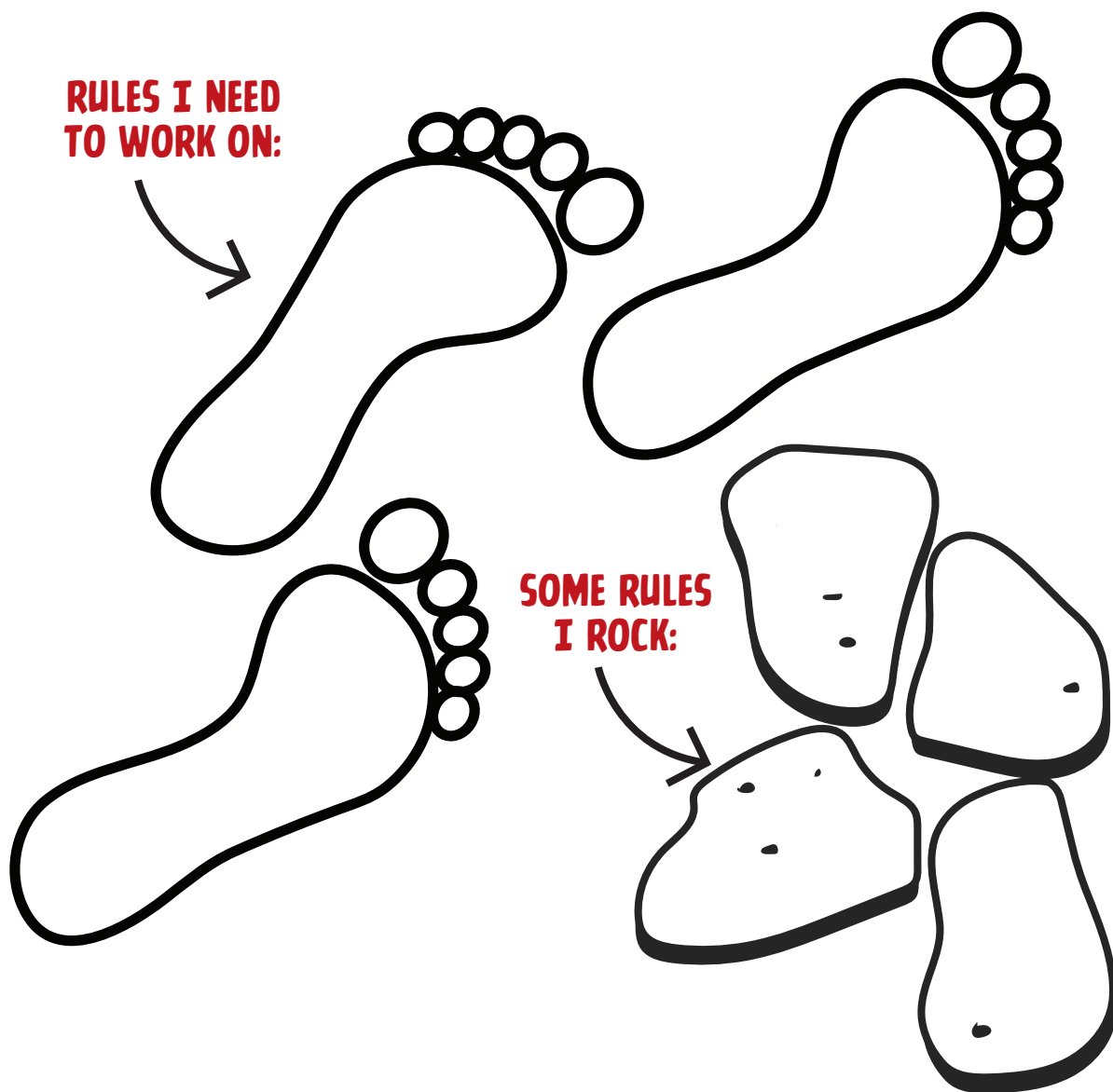
## BONUS ROUND-RESPONSIBILITY CONTINUED

**CHILDREN, OBEY YOUR PARENTS AS BELIEVERS IN THE LORD. OBEY THEM BECAUSE IT'S THE RIGHT THING TO DO.**

**-EPHESIANS 6:1**

You are responsible for obeying your parents, teachers, coaches, and other adults in authority over you.

**RULES I NEED  
TO WORK ON:**



**BONUS ROUND-RESPONSIBILITY CONTINUED****Responsibility Chart**

Acknowledge that your child(ren) have responsibilities. Their own "Responsibility Chart" will help keep them accountable for what they need to do.

## BONUS ROUND-RESPONSIBILITY CONTINUED

### Responsibility Chart

Think about your different responsibilities. Then use the following chart to list your responsibilities. It can help you be accountable for what you need to do weekly. Write the name of the person who will keep you accountable at the top of the page. Fill out a new chart for each week.

Name: \_\_\_\_\_

Week: \_\_\_\_\_

Prayed	Went to church	Went to Sunday school	Read my Bible	Learned a Bible verse
Did my homework	Behaved in class	Studied for test	Listened to my teacher	Did my projects
Did my chores	Went to bed on time	Cleaned my room	Took bath, brushed teeth	Obedied my parents
Listened to my friends	Helped a friend	Prayed for friends	Told friend about Jesus and invited friend to church	Set time to do something with a friend
Praised God	Greeted someone new at church	Tithed my money	Showed kindness to neighbors	Prayed for friends, teachers, and neighbors

## KINGDOM KEY 8 SERVICE

You'll need to plan ahead for the Just 4 Fun section because you'll need to volunteer at a soup kitchen or food pantry for this lesson.

### FROM THE WORD

Here's an additional Scripture verse to share with your child or children.

It is absolutely clear that God has called you to a free life. Just make sure that you don't use this freedom as an excuse to do whatever you want to do and destroy your freedom. Rather, use your freedom to serve one another in love; that's how freedom grows. —[GALATIANS 5:13-14](#), MSG

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 52 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. In what ways do you enjoy being served?
2. Do you think that service and sacrifice are the same thing? Why or why not?
3. Is service a requirement?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. Do you enjoy helping people? How does meeting someone's needs make you feel?
5. How have you served someone? Who did you serve?

### JUST 4 FUN

Visit a soup kitchen or food pantry with your child(ren).

## HERE 2 HELP

Discuss what service means with your child(ren) and ask them to describe it in their own words. Talk about the service experience together and consider adding it to your schedule on a regular basis. See the discussion material, which can be found on page 53 of the *Kingdom Quest* strategy guide.

Next, assign a "Secret Service" to your child(ren). Each child will serve someone in his or her family, church, school, or community consistently for one day or one week or more without revealing him- or herself. Choose the time period so it's appropriate for the child's age. The child will have to come up with creative ways to serve that person. At the end of the service time, the child will share his or her identity and ask the person whom he/she served what it felt like to be served.

## IT'S UP 2 YOU

A copy of the service quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 54–57 of the *Kingdom Quest* strategy guide.) Make sure each child understands how to score the quiz correctly. Children who score in the 20- to 29-point range will need extra encouragement to think of others first. Review the lesson with him/her and be sure to affirm any "giving" decisions or actions you see coming from your child(ren) in the next few weeks.

1. My family serves the community together.
  - A. YES, WE DO THAT OFTEN.
  - B. YES, WE HAVE DONE THAT A FEW TIMES.
  - C. WE DID THAT ONCE, AND IT WAS HARD WORK.
  - D. NO, WE'VE NEVER DONE ANYTHING LIKE THAT.
2. When I have served others it made me feel . . .
  - A. SCARED.
  - B. TIRED, DIRTY, AND HUNGRY.
  - C. A AND B, BUT IT WAS FUN!
  - D. FULFILLED AND HAPPY—I COULDN'T WAIT TO DO IT AGAIN.
3. If I see someone who could use help, I help without being asked.
  - A. YES, OFTEN
  - B. YES, ESPECIALLY IF THEY ARE ELDERLY OR DISABLED
  - C. I THINK ABOUT IT, BUT I'M EMBARRASSED TO TRY.
  - D. NO, IT'S NOT MY BUSINESS.
4. Earning money for things I want is partially my responsibility.
  - A. TRUE, AND I EARN MY OWN MONEY.
  - B. I THINK THIS IS TRUE, BUT I DON'T DO IT.
  - C. I HAVEN'T THOUGHT ABOUT THIS.
  - D. NO, THAT'S WHAT PARENTS AND RELATIVES ARE FOR.
5. I follow Jesus by serving others.
  - A. NO, PEOPLE SHOULD HELP THEMSELVES.
  - B. NO, MY RELATIONSHIP WITH JESUS IS INSIDE—IT DOESN'T MATTER WHAT I DO.
  - C. I SERVE BECAUSE MY PARENTS AND YOUTH LEADER MAKE ME.
  - D. YES. HELPING OTHERS IS A WAY TO SHOW LOVE AND COMPASSION.

**IT'S UP 2 YOU CONTINUED**

6. When I serve, I expect nothing in return.
- A. TRUE. IF YOU'RE EXPECTING SOMETHING IN RETURN, THAT ISN'T SERVICE.**
  - B. TRUE, BUT SOMETIMES PEOPLE DO GIVE YOU SOMETHING AND THAT MAKES THEM FEEL GOOD.**
  - C. I KNOW I SHOULDN'T EXPECT ANYTHING, BUT I'M HOPEFUL.**
  - D. IT'S IMPORTANT TO SERVE BECAUSE YOU GET REWARDS AND RECOGNITION.**
7. There are plenty of people, even the government, who can help the poor better than I can.
- A. TRUE. THAT'S WHAT THE GOVERNMENT AND CHARITIES ARE FOR.**
  - B. TRUE. THERE'S NOT MUCH I CAN DO TO MAKE A DIFFERENCE.**
  - C. I COULD PROBABLY HELP, BUT NO ONE HAS ASKED ME TO GET INVOLVED.**
  - D. TRUE, BUT I CAN MAKE A BIG DIFFERENCE IN SOMEONE ELSE'S LIFE.**
8. When someone else serves me, I feel . . .
- A. HUMBLLED AND GRATEFUL; IT MAKES ME WANT TO GIVE BACK.**
  - B. HUMBLLED AND THANKFUL, BUT I WANT TO CRAWL IN A HOLE AND HIDE.**
  - C. RELIEVED. IT'S ABOUT TIME SOMEONE SAW MY NEED AND HELPED.**
  - D. EMBARRASSED AND A LITTLE ANGRY. I DON'T WANT OR NEED HELP.**
9. Someone, from church/school, asked me to help with a service project.
- A. YES, AND I DID IT AND LOVED IT!**
  - B. YES, AND I DID IT BECAUSE WE HAVE A COMMUNITY SERVICE REQUIREMENT AT SCHOOL.**
  - C. YES. I THOUGHT ABOUT IT AND DECIDED NOT TO DO IT.**
  - D. NO, I'VE NEVER BEEN ASKED TO SERVE.**
10. I already know whom I like to serve and the ways I like to serve.
- A. TRUE. I HOPE TO SERVE MORE IN THE FUTURE.**
  - B. I LOVE TO SERVE, BUT I HAVEN'T IDENTIFIED WHICH WAYS I BEST LIKE TO SERVE.**
  - C. NOT REALLY. I SERVE BECAUSE IT'S EXPECTED OF ME.**
  - D. NO, I RARELY SERVE.**

## IT'S UP 2 YOU CONTINUED

## SERVICE SCORECARD

For each question, assign the following point values for the answer chosen. Then total the number of points you have on the assessment.

1. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
2. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
3. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
4. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
5. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
6. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
7. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
8. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
9. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
10. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>

TOTAL POINTS:



## IT'S UP 2 YOU CONTINUED

### SERVICE PROFILE

*If your total points score was . . .*

**40–50:** You have already benefited from serving. Your soul—your mind, will, and emotions—are stronger for the experience. Thank the adults in your life who made these opportunities possible. If the Lord has given you a vision for serving others, go after it with a whole heart.

**30–39:** You have experienced some of the benefits of serving. Consider spending more time serving; there's probably some activity you can give up to make time for it. Ask your Guide for ways he/she thinks you need to grow in serving others. Also pray and ask God to show you why your heart may be hard in those areas. Read the Beatitudes (Matthew 5:1-12) to discover the blessings Jesus has for you through service.

**20–29:** God desires for you to get out of your comfort zone and start serving. Service is sure to stir your heart in powerful ways. If your first experiences don't deliver on this, keep searching for an opportunity that will. If your family is not serving, you can be the one to make service a priority in your home. Through prayer, ask the Lord to move your mind-set toward becoming a giver.



## BONUS ROUND—SERVICE

Watch these videos of children who sacrificed to serve people by raising money for wells. They gave up time to raise money. The girls made and sold bracelets, and the boy, who is now grown, spoke to motivate others to give money for wells.

<https://youtu.be/Lml6gs7-gwc>

<https://youtu.be/jvPftkOfmFY>

<https://youtu.be/1cpBplxYh7M>

### Service

1. What did these kids do to serve people who did not have clean water?
2. Why did they do this?
3. What did the girls do to raise money?
4. What did Ryan do to get other people to give money for wells?
5. Read Matthew 25:35 and talk about how serving others is also serving God.
6. Brainstorm what you could do to serve others. Choose one to do together.

### How Would You Serve?

At the Last Supper, the disciples and Jesus entered the room prepared for their meal. They lived when roads were mainly made of dirt, and they only wore sandals. Animals trotted along the same roads. Phew! Their feet got dirty and probably stinky.

Jugs of water stood near the door to wash their feet. Jesus didn't wait to have someone clean His feet. He grabbed a towel. Splash! He wet the towel and washed the feet of His friends. Jesus served them. He wants us to serve the people around us.

Talk about the following with your child(ren):

You see someone with her arms full of stuff.

Your mom is making dinner.

Everyone finished eating.

There's litter on the sidewalk.

A friend had a bad grade, and you had a good grade in a subject.

Kids are bullying another kid.

There's a note in the bulletin that your church will be collecting canned goods for those in need.

## BONUS ROUND—SERVICE CONTINUED

### Hand and Heart Cutout

Pass out scissors, paper, and a pencil to each student.

Directions:

1. Fold the paper in half.
2. Spread your hand open and place your thumb and pointer finger on the fold. Trace your hand.
3. Cut out the hand shape, but don't cut the folded parts of the thumb or pointer finger.
4. Open the cutout, and you'll see the thumb and pointer finger form a heart. Let the heart be a reminder to serve others with love.
5. With paper hand closed, write the second half of the verse in Galatians 5:13 (NASB): Through love, serve one another.
6. Open the paper hand, and write on each finger one way you can serve others. On the palm, write what you might need to give up to serve others (time, money, desserts, fun).



## KINGDOM KEY 9 TRUST

You won't need additional preparation work this week. The stories and activities needed can be found in the kids' guides or here.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 59 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Who are the three people you trust most?
2. What would cause you to trust or distrust someone?
3. Can your friends count on you to keep a secret? In other words, are you trustworthy?

### JUST 4 FUN

Your child(ren) will be reading this short story, which can be found on page 60 of the *Kingdom Quest* strategy guide. Read it and facilitate discussion by asking the questions at the end.

### THE FROG AND THE SCORPION

One day a frog was sunbathing on the bank of a small pond. Suddenly, he saw a scorpion approaching. The frog had seen scorpions sting other frogs, and so he cautiously started moving away.

"Don't go," said the scorpion. "I come to ask a simple favor. I need a ride to the other side of the pond—on your back."

The frog nearly croaked. "Are you kidding?" he asked. "You'll stab me in the back, and then I'll drown!"

"Why, we'd both drown if I were to do something as foolish as that," said the scorpion.

Convinced the scorpion's motives were pure, the frog let the scorpion creep onto its back. They began making their way across the pond.

When they were a few feet out, the frog felt a sudden piercing pain in his back. The frog's limbs began to go numb.

As they were both sinking, the frog asked, "Why did you stab me in the back with your poisonous tail?"

The scorpion replied, "Hmmm, I guess it's just my nature."

## JUST 4 FUN CONTINUED

1. What was the frog's previous experience with scorpions?
2. How did the scorpion convince the frog to take him across the pond?
3. What was the scorpion's reason for stinging the frog, even though they would both die?
4. Do you believe that people will always act "according to their nature"? Explain.
5. Why is it often hard for those who have been stung in the past to trust *anyone*?
6. After you've been let down, does God expect you to try trusting again?

## HERE 2 HELP

Role-play with your child(ren). Act out scenarios where you are a person whose actions and speech show that you are a trustworthy person. (Say positive things and give sincere compliments, touch the child's shoulder, praise the youth leader at church, ask questions to get the child talking about him- or herself.) Then act and talk like someone who shouldn't be trusted. (Gossip, talk negatively, talk about yourself, name drop, ignore the other person, etc.)

Share the following extended metaphor with your child(ren) if you think it will help convey the concept of learning to trust.

## STABLE ROCKS

Have you ever tried to cross a stream using large rocks or small boulders as stepping-stones? The experience can be kind of fun, knowing that soaked shoes and pants are only inches away, at any time.

When trying to cross for the first time, do you start hopping on any old rock, without thinking about how stable each step will be? Probably not. More than likely, you first find a firm place to put one foot. With the other foot, you then test the stability of the rock you're about to put your entire weight upon.

Sometimes there are many different choices—and so we test each one. If the boulder we are trying out doesn't wiggle too much, there's a reasonable chance that it will hold us up and get us that much closer to the other side. Once we know where the stable rocks are, we don't have to spend as much time getting back across the creek.

## IT'S UP 2 YOU

Help your child(ren) organize their charts. Ask the following questions, which are also included on page 62 of the *Kingdom Quest* strategy guide:

1. Why is it wise to keep trustworthy people close to you?
2. Why is it wise to keep the less trustworthy people a bit further away?
3. What can happen if we trust the wrong people?
4. What can happen if we refuse to trust safe people?

## KINGDOM KEY 10 COMMUNICATION

For the Just 4 Fun section, you'll need small slips of paper, a jar or other small container, a large white T-shirt and a medium- or thick-point Sharpie or other brand permanent marker.

### FROM THE WORD

Share this verse with your child(ren) and discuss its implications.

The right word at the right time is like a custom-made piece of jewelry. —[PROVERBS 25:11](#), MSG

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 65 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What is your favorite way to communicate?
2. In what ways can certain forms of communication hurt someone?
3. Why is communication an important part of being a Christian?

Here is an additional question that doesn't appear in the *Kingdom Quest* strategy guide:

4. How has the way people communicate changed? List how different forms of communication have changed your life.

### JUST 4 FUN

Use the small slips of paper, jar, T-shirt, and Sharpie for this activity. Make sure your child(ren) understand the following principle, which is printed on page 66 of the *Kingdom Quest* strategy guide:

It's important to understand that social media and sharing in groups is public and permanent. Online, everyone will know and always have access to the information you share. Choosing to keep some things "under a lid" is wise. Those private conversations and topics can be contained and shared with those closest to you.

## HERE 2 HELP

Discuss healthy communication with your child(ren). Follow the guide that has been provided, which also appears on page 67 of the *Kingdom Quest* strategy guide:

Have you ever been talking with someone and felt as if he or she wasn't listening? Perhaps you saw his or her eyes wander. You could tell this person's mind was thinking about something else. When you were finished talking, did he or she change the subject? How did you feel when that happened? Hurt? Angry?

Have you ever told someone about a great experience, but the other person didn't pay attention? Worse yet, this person just kept talking about him- or herself?

Those were times of unhealthy communication. Healthy communication happens when one person shares something and the other person understands and responds. This doesn't mean that the other person has to agree. But it does mean that he or she at least listens and communicates something back to show understanding.

This process is called *validation*. To validate means you recognize the importance of what was communicated. This comes out of a respectful heart for the other person. It's your way of saying that even if you don't agree, you respect the way the other person feels or views something.

List three or four ways you can validate someone who is talking to you:

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Think of a few people you know who listen to you. What do they do to make you feel "heard"?

## IT'S UP 2 YOU

With your child(ren), discuss the following questions found on pages 69–70 of the *Kingdom Quest* strategy guide:

1. Would you consider yourself a better listener (decoder) or talker (encoder)? Why? Give an example.
2. Why is decoding important in any conversation?
3. Say (encode) the following statements to a partner in such a way that they are positive. Ask the listener (decoder) to tell what your meaning is. Then repeat the statement, and by changing your tone and nonverbal signals, see if you change the meaning of each statement. Then discuss the importance of tone and body language as it relates to communication.
  - a. "I can't believe it! The [fill in a sports team] won."
  - b. "Spaghetti for dinner again!"
  - c. "That dress is sure eye-catching."
  - d. "I hope he gets everything he deserves."

## Questions About Electronic Devices

1. Would you say that kids can be good encoders if they are distracted by electronics (games, phones, computers)?
2. If you didn't use electronics during long car rides, what would happen?
3. In what ways do electronic devices hinder kids from communicating with others?

## KINGDOM KEY 11 TEAMWORK

For the Just 4 Fun section, gather a soft fabric scrap about two feet long and two inches wide or one large rubber band for each person. For this group activity you will also need materials for a task, such as a making a sandwich or wrapping a present. For the Here 2 Help section, find a YouTube clip of a team performing a great play or creating a scoring opportunity. Key words to search are “greatest plays” or “top plays” combined with the name of the sport you’re interested in.

### FROM THE WORD

Share these verses with your child(ren).

[Be] diligent to preserve the unity of the Spirit in the bond of peace. —EPHESIANS 4:3 (NASB)

I have a serious concern to bring up with you, my friends, using the authority of Jesus, our Master. I’ll put it as urgently as I can: You *must* get along with each other. You must learn to be considerate of one another, cultivating a life in common. —1 CORINTHIANS 1:10 (MSG)

For no matter how significant you are, it is only because of what you are a *part* of. An enormous eye or a gigantic hand wouldn’t be a body, but a monster. What we have is one body with many parts, each its proper size and in its proper place. No part is important on its own. Can you imagine Eye telling Hand, “Get lost; I don’t need you”? Or, Head telling Foot, “You’re fired; your job has been phased out”? —1 CORINTHIANS 12:19-21 (MSG)

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 72 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Are you a team player? Explain your answer.
2. Do you think that things are easier or harder when you are part of a team?
3. Was Jesus part of a team?

### JUST 4 FUN

The following group activity instructions are also found on page 73 of the *Kingdom Quest* strategy guide.

This activity, called Group Project, requires more than one person. For each person, gather a soft fabric scrap about two feet long and two inches wide, or gather one large rubber band for each person. Have the



## JUST 4 FUN CONTINUED

group members stand side by side in a circle; each person should face inward. Using the fabric scrap or large rubber band, connect each person's right wrist to the left wrist of the person next to him or her. Make sure the fabric or rubber band is not too tight. Leave the last two wrists free so the circle isn't closed.

Choose a task to do together as a group while you're connected. The task could be making a sandwich, rearranging the furniture in a room, or wrapping a present. In this process, you'll discover that each person who is part of a larger group must come together in order to accomplish the goal.

**Here's a second activity you can do with a group of kids if you feel it's appropriate. At some point one child must carry another, but that may not work in all group dynamics. This activity is not in the *Kingdom Quest* strategy guide.**

This game is called Magic Shoes. Create a space in the center of the group and call it the Pond. The only way each child can get across the pond is by using a pair of "magic" shoes. As the Guide, you begin the game by tapping someone's shoes; those shoes then become the "magic shoes."

The rules are:

- Each person can wear the magic shoes only once.
- The wearer of the magic shoes then taps someone else to transfer the magic shoes, and so on.
- You may not tap shoes that are across the pond.
- Everyone must somehow make it across the pond.

Eventually the kids will figure out that someone must carry the last person over piggyback style. If the second-to-last person can't do the carrying, restart the game and let the children order themselves so that the last person is small and the second-to-last person can easily carry the last person across.

## HERE 2 HELP

This section, which appears on page 74 of the *Kingdom Quest* strategy guide, discusses the concept of teamwork in sports. To augment this section, find a YouTube clip of a great team play in whatever team sport is most popular among your children—football, basketball, soccer, volleyball, etc. Play it for your child(ren). Discuss each key player's role in the scoring opportunity or maneuver.

## IT'S UP 2 YOU

A copy of the teamwork quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 76–79 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score above three points in the Escape or Attack categories will need extra mentoring until they become mature enough to engage in peacemaking activities.

Share Romans 12:17-19 with your child(ren): "Don't hit back; discover beauty in everyone. If you've got it in you, get along with everybody. Don't insist on getting even; that's not for you to do. 'I'll do the judging,' says God. 'I'll take care of it'" (MSG).

## IT'S UP 2 YOU CONTINUED

1. When I work in a group, I listen carefully to what other team members say.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. MY MIND DRIFTS WHEN I'M IN A GROUP.
  - D. I DON'T HAVE TIME FOR THAT.
2. I get upset when my team takes credit for my idea or action, and I don't get recognition.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SELDOM. IT'S MEETING THE GOAL.
  - D. NEVER. IT REALLY DOESN'T MATTER WHOSE IDEA IT WAS.
3. If one of my friends is offended, I am offended too.
  - A. ALWAYS, AND I LET OTHERS KNOW ABOUT IT.
  - B. USUALLY, AND I LET IT AFFECT HOW I TREAT THE OFFENDER.
  - C. SOMETIMES, BUT I TRY TO HELP THEM RECONCILE.
  - D. NEVER
4. If I'm in conflict with someone, I make sure to avoid him or her whenever possible.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. I DO, UNTIL I'M READY TO TALK ABOUT THE ISSUE.
  - D. NEVER. I STARE DOWN OR TELL THAT PERSON HE OR SHE IS WRONG.
5. When I'm upset with someone, I tell others about it.
  - A. YES, ESPECIALLY IF I KNOW THEY'LL BE ON MY SIDE.
  - B. MOST OF THE TIME—I NEED TO LET IT OUT.
  - C. SELDOM, OR ONLY WITH FRIENDS I TRUST TO HELP ME SORT IT OUT.
  - D. NEVER. I KEEP NEGATIVE THINGS TO MYSELF AND KEEP GOING.
6. When I'm upset with someone, I check my attitude before confronting him or her about it.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SELDOM; IT'S A LOT OF WORK TO THINK ABOUT IT.
  - D. I'M NEVER WRONG, AND IT'S PROBABLY THE OTHER PERSON'S FAULT ANYWAY.
7. If someone wrongs me, I'm not satisfied until I have had a chance to get even.
  - A. TRUE, THE BIBLE SAYS, "AN EYE FOR AN EYE."
  - B. IT DEPENDS ON WHAT THE PERSON DID.
  - C. SOMETIMES I FEEL THAT WAY, BUT THEY'LL GET THEIRS IN THE END.
  - D. I TRY TO OVERLOOK IT AND MOVE ON.

**IT'S UP 2 YOU CONTINUED**

8. Sometimes I pretend that things others say or do don't bother me, even when my feelings are hurt or I'm angry.
- A. YES, I DO THIS OFTEN.**
  - B. YES, WITH SOME PEOPLE**
  - C. NOT REALLY—I LIKE TO WORK IT OUT.**
  - D. IT'S PRETTY DIFFICULT TO HURT MY FEELINGS.**
9. If I'm in conflict with someone, I check myself for what responsibility I might have.
- A. ALWAYS. CONFLICT TAKES AT LEAST TWO.**
  - B. MOST OF THE TIME**
  - C. SELDOM OR NEVER—IT'S IMPORTANT TO TELL THE OTHER PERSON WHAT THEY DID WRONG.**
  - D. SELDOM OR NEVER—I AVOID CONFLICT AT ALL COSTS.**
10. It's really important to resolve conflict. I like to be at peace within myself and with others.
- A. STRONGLY AGREE**
  - B. AGREE**
  - C. DISAGREE**
  - D. STRONGLY DISAGREE**

## IT'S UP 2 YOU CONTINUED

## TEAMWORK SCORECARD

For each question, assign the following Response Value for the answer chosen.  
The three Response Values are

E—Escape Response

A—Attack Response

P—Peacemaking Response

Tally the number of similar responses at the bottom of the scorecard to discover if you respond to conflict using mostly Escape Responses (E), Attack Responses (A), or Peacemaking Responses (P).

1. Answer:	A=P	B=P	C=E	D=A	RESPONSE:
2. Answer:	A=A	B=A	C=P	D=E	RESPONSE:
3. Answer:	A=A	B=A	C=P	D=E	RESPONSE:
4. Answer:	A=E	B=E	C=P	D=A	RESPONSE:
5. Answer:	A=A	B=A	C=P	D=E	RESPONSE:
6. Answer:	A=P	B=P	C=E	D=A	RESPONSE:
7. Answer:	A=A	B=A	C=E	D=P	RESPONSE:
8. Answer:	A=E	B=E	C=P	D=A	RESPONSE:
9. Answer:	A=P	B=P	C=A	D=E	RESPONSE:
10. Answer:	A=P	B=P	C=E AND A	D=E AND A	RESPONSE:

TOTAL ESCAPE RESPONSES:

TOTAL ATTACK RESPONSES:

TOTAL PEACEMAKING RESPONSES:

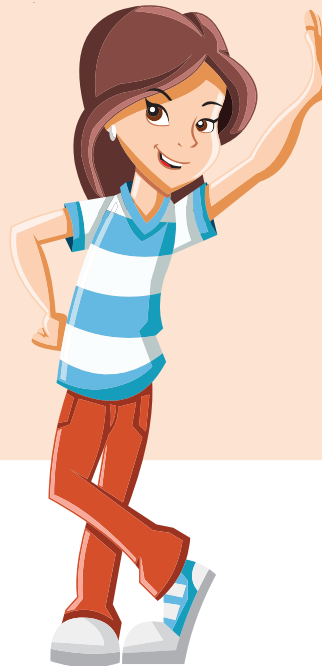
## IT'S UP 2 YOU CONTINUED

### TEAMWORK PROFILE

If your score was above three points in the Escape Response or Attack Response totals, read on. It's time to consider your role in conflict with others. Romans 12:17-18 advises us to avoid revenge: "Don't pay back evil with evil. Be careful to do what everyone thinks is right. If possible, live in peace with everyone. Do that as much as you can."

The verse also encourages us to find ways to live at peace with others. We're charged with the task of resolving conflict. On the other hand, while some offenses can be overlooked, others must be reconciled so we don't harbor anger, pain, guilt, or other negative emotions. Those can build up until they reach a boiling point. Our goal is to be peacemakers.

If you've fallen into habits of escaping or attacking, it will take discipline to learn to be a peacemaker. The rewards of being a peacemaker—inner peace, less stress and frustration, and peace with others—will be well worth it.



## BONUS ROUND

Print out a copy of the following Bonus Round for each child.

## BONUS ROUND-TEAMWORK

God has given us a wonderful example of teamwork through nature. By observing the flight pattern of geese, we can learn some lessons about the value of group efforts.

### Are You as Smart as a Goose?

Geese fly in a V-formation. As each goose flaps its wings, the movement creates an upwash or updraft for the following bird. As a result, the whole flock can fly farther and faster than if each bird flew alone. One study estimated the V-formation helped geese increase their range by more than 70 percent.\*

**Lesson 1:** *People who share a common direction and sense of community can get where they are going quicker and easier when they share one another's "lifting power."*

Whenever a goose falls out of formation, it feels the drag and resistance of trying to fly alone. The goose quickly gets back in formation to take advantage of the "lifting power" of the bird immediately in front.

**Lesson 2:** *If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go.*

When the lead goose gets tired, it moves to the back of the formation, and another goose flies in front.

**Lesson 3:** *It pays to take turns doing the hard tasks and sharing leadership.*

It's been written that geese in formation honk from behind to encourage those up front to keep up their speed.

**Lesson 4:** *We need to be sure our honking from behind is encouraging.*

Legends say that when a goose gets sick or wounded, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is either able to fly again or dies. Then they launch out on their own, join another formation, or catch up with the flock.

**Lesson 5:** *If we have as much sense as the geese, we'll stand by each other like that.*

\*Adapted from a sermon given in Baltimore, Maryland, by Dr. Robert McNeish, "Lessons from the Geese," 1972, [http://www.aikentdc.org/Lessons\\_From\\_The\\_Geese.pdf](http://www.aikentdc.org/Lessons_From_The_Geese.pdf). Facts for Lessons 1, 2, and 3 verified in the following sources: Guy Baldassarre, *Ducks, Geese, and Swans of North America*, vol 1 (Baltimore, MD: Johns Hopkins University Press, 2014), 239; and P. B. Lissaman and C. A. Shollenberger, "Formation Flight of Birds," *Science* 168, no. 3934 (May 22, 1970), 1003-1005, <http://www.ncbi.nlm.nih.gov/pubmed/5441020>.

## KINGDOM KEY 12 RESPECT

For the Just 4 Fun section, your child(ren) will need a computer or tablet (if available), magazines to cut up, and/or art supplies with which to create a family crest. A computer with access to the Internet would be helpful for looking at examples of family crests.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 81 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Do you think that people in our society show enough respect?
2. Whom do you respect and why?
3. Have you ever been disrespected? How did it make you feel?

Here are two additional questions that don't appear in the *Kingdom Quest* strategy guide:

4. True or false: I need to respect only the people who have earned it. Explain why you chose your answer.
5. List three times you have shown respect to others. Choose one respectful response and explain what happened because you showed respect.

### JUST 4 FUN

Help your child(ren) design a family crest, as instructed on page 81–82 of the *Kingdom Quest* strategy guide. Some children may not feel as if their family is strong or worthy of a crest. As a result, those children will need encouragement to think of the positive things about their family or cast a vision for what they would like their family to become. The crest should be a positive, respectful reflection of family community.

### HERE 2 HELP

To augment the material in this section, which appears on pages 82–84 of the *Kingdom Quest* strategy guide, share with your child(ren) the following story from Dr. Evans.

When we think of respect or honor, we often think of the person who says “yes, ma’am” or “yes, sir.” But respect goes a lot deeper than that. In fact, respect starts with self-respect. How you view yourself has a lot to do with how you will end up treating others.

Have you ever noticed that the people who talk poorly about others the most are the people who are the most insecure? By building confidence in who you are as a child of

## HERE 2 HELP CONTINUED

God, who created you as a unique person with a purpose and a goal, you will also be able to treat others with more respect.

My dad “ruined” many a Saturday night during my childhood years by reminding me about the importance of self-respect. Just as I was about to head out the door, he would say, “When you are out there tonight, remember that your last name is Evans.”

Obviously, I knew my name. He wasn’t telling me my name. He was reminding me that my name represented something bigger than just me. It stood for honesty, integrity, morality, and dignity in the community. In short, it represented a commitment to Christian living, and my dad didn’t want me to do anything to jeopardize the testimony of our name.

That reminder stayed in my mind as I made choices as a teen. And, no, I wasn’t perfect, but I did seek to respect my dad and value the Evans name. When I didn’t live up to that, I felt it inside.

Not every kid in my community was taught those lessons or given that reminder by his or her dad. I see the results every year when I visit Baltimore. Many of my friends died early from drugs or ill-fated activities, and many others are still living purposeless lives with little or no direction. But the respect and honor my parents instilled in me helped me to go beyond the limitations of the neighborhood.

I was the first in my family to graduate from high school. The first to graduate from college. The first to earn a master’s degree and also a doctorate. I was able to go further because my dad taught me the importance of self-respect. When you have self-respect, it affects how you treat others as well.

## IT’S UP 2 YOU

A copy of the respect quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 85–87 of the *Kingdom Quest* strategy guide.) Children who score more than 2 in the Low Sensitivity and Medium Sensitivity areas may need additional instruction on why it’s important to develop an attitude of respect toward others.

1. I take good care of myself—spirit, mind, and body.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. NOT REALLY
  - D. I SAY, IF IT FEELS GOOD, DO IT.
2. I do not enter into conversations that I consider to be disrespectful.
  - A. TRUE
  - B. I USUALLY STEER CLEAR OF THOSE SITUATIONS.
  - C. IT DEPENDS ON THE TOPIC AND WHO IS TALKING.
  - D. WHAT’S THE DIFFERENCE?
3. Respect should be given only when deserved or earned.
  - A. STRONGLY AGREE—IF YOU RESPECT ME, THEN I WILL RESPECT YOU.
  - B. AGREE
  - C. DISAGREE—YOU SHOULD ACT RESPECTFULLY EVEN IF YOU DON’T FEEL IT.
  - D. STRONGLY DISAGREE—ALL PEOPLE DESERVE RESPECT AT ALL TIMES.



## IT'S UP 2 YOU CONTINUED

4. I have an adult role model—parent or mentor or coach or teacher—who treats me with respect.
  - A. YES, I HAVE SEVERAL.
  - B. YES, A FEW
  - C. YES, I CAN THINK OF ONE.
  - D. NO, I DON'T.
5. My school has an atmosphere that is respectful toward all people.
  - A. STRONGLY AGREE
  - B. AGREE
  - C. DISAGREE
  - D. STRONGLY DISAGREE
6. Treating other people with respect is very important to me.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SOMETIMES
  - D. NO, IT DOESN'T MATTER TO ME.
7. It's very important that others treat me with respect.
  - A. ALWAYS
  - B. MOST OF THE TIME
  - C. SOMETIMES
  - D. NO, IT DOESN'T MATTER TO ME.
8. There is nothing wrong with using electronics while someone is talking to me.
  - A. TRUE
  - B. MOST OF THE TIME
  - C. IT DEPENDS ON WHO IS TALKING.
  - D. NO, PEOPLE DESERVE MY FULL ATTENTION.
9. It's easy for me to listen and make eye contact.
  - A. TRUE
  - B. MOST OF THE TIME
  - C. IT DEPENDS ON WHO I'M WITH.
  - D. NO, I'M UNCOMFORTABLE GIVING OR RECEIVING THAT MUCH ATTENTION.
10. My opinion of what is or isn't respectful is more important than anyone else's.
  - A. STRONGLY AGREE
  - B. AGREE
  - C. DISAGREE
  - D. STRONGLY DISAGREE



## IT'S UP 2 YOU CONTINUED

### RESPECT SCORECARD

For each question, assign the following Sensitivity Value (High Sensitivity, Medium Sensitivity, or Low Sensitivity) for the answer chosen. Tally the number of similar responses at the bottom of the scorecard. If you don't understand how to do this, ask your Guide for help.

1. Answer:	A=H	B=M	C=L	D=L	SENSITIVITY:
2. Answer:	A=H	B=H	C=M	D=L	SENSITIVITY:
3. Answer:	A=L	B=M	C=M	D=H	SENSITIVITY:
4. Answer:	A=H	B=M	C=M	D=L	SENSITIVITY:
5. Answer:	A=M	B=M	C=L	D=H	SENSITIVITY:
6. Answer:	A=H	B=H	C=M	D=L	SENSITIVITY:
7. Answer:	A=H	B=H	C=M	D=L	SENSITIVITY:
8. Answer:	A=L	B=L	C=L	D=H	SENSITIVITY:
9. Answer:	A=H	B=H	C=M	D=L	SENSITIVITY:
10. Answer:	A=L	B=L	C=M	D=H	SENSITIVITY:

**TOTAL HIGH SENSITIVITY RESPONSES:**

**TOTAL MEDIUM SENSITIVITY RESPONSES:**

**TOTAL LOW SENSITIVITY RESPONSES:**

These totals will show you areas in which you may need to grow. Go back to any (L) low- or (M) medium-sensitivity responses you marked and discuss those with your Guide.

## KINGDOM KEY 13 PURPOSE

For the Just 4 Fun section, you'll need baking supplies to make something from scratch. Consider baking time in your selection of the recipe. Cookies, biscuits, or individual cupcakes or muffins take the least amount of baking time. You'll also need a piece of blank white paper for each child, as well as markers, pens, or pencils.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 91 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What role does your background play in your purpose?
2. Can a person have more than one purpose? Explain.
3. What things can you do to prepare for your future even if you don't know your purpose?
4. Do you think a person's purpose has a time limit? Can a person miss his or her chance?

### JUST 4 FUN

This material appears on pages 91–92 of the *Kingdom Quest* strategy guide. Bake a dessert with your child(ren) from scratch. Discuss how using too much baking soda will cause it to be bitter or too much sugar will make it too sweet. Also tell your participant(s) that there will be a spiritual gifts inventory at the end of the lesson. Ask them to predict which gifts they think they have.

Next ask your child(ren) to draw a picture of the trunk of a tree, along with its roots, on a blank piece of white paper. Under the roots, ask them to list what they believe their life's purpose is. They can be vague if they do not yet know. Now ask them to draw branches on the tree and list the gifts and talents they think they have that will help them fulfill this purpose.

Ask them what activities or goals will help develop their talents and skills. Have them draw leaves on the tree and list those activities and goals on the different leaves.

### HERE 2 HELP

Help your child(ren) discover that their passion, skills, and personality all contribute to their purpose. The material appears on page 93 of the *Kingdom Quest* strategy guide.

Also explain to your child(ren) that they may have a fairly "normal" background, but even so, they have had unique experiences that have made them who they are. Possibly the stability and normalcy of their backgrounds have equipped them for a purpose of bringing stability and normalcy into situations that might not have them, and they can use that stability to counsel or lead. Encourage them to consider the experiences they've had so they can begin to understand what God has purposed for them to do with

## HERE 2 HELP CONTINUED

their lives. Make sure your kids consider tough times, too. Those experiences may have made them more compassionate or persistent. Encourage them to think about ways God has turned their bad situations into character strengths.

Here's a final extended metaphor you can share with your child(ren):

## ACT ACCORDING TO YOUR PURPOSE

Let's say you grabbed a drink out of the refrigerator and it was hot. Or what if you picked up your tablet to watch some YouTube videos and it took you to a gardening channel instead. Or you placed a cup of soup into the microwave to reheat and it immediately froze.

In all those scenarios there's no doubt you would have been frustrated or upset. If it happened repeatedly, you'd probably get rid of the fridge and the microwave and delete the YouTube app, because none of those things were carrying out their purpose.

## IT'S UP 2 YOU

A copy of the spiritual gifts inventory has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 94–97 of the *Kingdom Quest* strategy guide.) Make sure children understand how to find out which spiritual gifts are their strengths. Remind your child(ren) that this is not a scientific test and that over time they will gain new gifts as they mature. Explain that there are other gifts not on this list and that a gift such as hospitality might fall under the category of service. Read Romans 12:3-8 (NASB) to your participant(s):

For through the grace given to me I say to everyone among you not to think more highly of himself than he ought to think; but to think so as to have sound judgment, as God has allotted to each a measure of faith. For just as we have many members in one body and all the members do not have the same function, so we, who are many, are one body in Christ, and individually members one of another. Since we have gifts that differ according to the grace given to us, each of us is to exercise them accordingly: if prophecy, according to the proportion of his faith; if service, in his serving; or he who teaches, in his teaching; or he who exhorts, in his exhortation; he who gives, with liberality; he who leads, with diligence; he who shows mercy, with cheerfulness.

IT'S UP 2 YOU **CONTINUED**

## SPIRITUAL GIFTS INVENTORY

## LIST 1

- \_\_\_ You're confident when you talk to others.
- \_\_\_ You tend to remember Bible stories and verses. You can explain Bible truths to others.
- \_\_\_ Feelings don't matter as much to you as facts and truth do.
- \_\_\_ You tend to do more talking than listening.
- \_\_\_ You strongly believe that people should respect God.
- \_\_\_ You have strong opinions and sometimes others call you stubborn.
- \_\_\_ **Total number of statements you marked out of 6**

## LIST 2

- \_\_\_ You care about the details of what needs to be done.
- \_\_\_ You find it hard to say no when something needs to be done.
- \_\_\_ You want to get the job over with so you can get to the next one.
- \_\_\_ You listen to others without criticizing them.
- \_\_\_ You're comfortable with letting others be in charge.
- \_\_\_ You can put up with people who might irritate others.
- \_\_\_ **Total number of statements you marked out of 6**

## LIST 3

- \_\_\_ You like learning and helping others learn.
- \_\_\_ You like arranging facts in a simple way so others can remember them.
- \_\_\_ You like to quote the Bible and other sources to support what you say.
- \_\_\_ It's easy for you to become proud of your knowledge.
- \_\_\_ You're self-disciplined.
- \_\_\_ You make decisions based on facts.
- \_\_\_ **Total number of statements you marked out of 6**

## LIST 4

- \_\_\_ Nearly everything you do is practical.
- \_\_\_ You believe that with God, *anything* is possible.
- \_\_\_ You like helping others solve their problems.
- \_\_\_ It's hard for you to accept failure.
- \_\_\_ You find success exciting.
- \_\_\_ You tend to give people advice instead of just befriending them.
- \_\_\_ **Total number of statements you marked out of 6**

## IT'S UP 2 YOU CONTINUED

### LIST 5

- \_\_\_\_\_ You insist that people follow the rules.
- \_\_\_\_\_ You're confident and comfortable being a leader.
- \_\_\_\_\_ You're good at organizing and details.
- \_\_\_\_\_ You're able to sit quietly and listen before making comments.
- \_\_\_\_\_ You thrive on pressure—the more the better.
- \_\_\_\_\_ You tend to accept others based on loyalty or ability to finish a task.
- \_\_\_\_\_ **Total number of statements you marked out of 6**

### LIST 6

- \_\_\_\_\_ You're very sensitive to others' feelings.
- \_\_\_\_\_ You're patient and will go to great lengths to help others.
- \_\_\_\_\_ You find it tough to be firm with others.
- \_\_\_\_\_ You will give a lot to lessen others' pain and suffering.
- \_\_\_\_\_ You talk well with people, and they find it easy to talk to you.
- \_\_\_\_\_ When it comes to getting along with others, you can put up with a lot.
- \_\_\_\_\_ **Total number of statements you marked out of 6**

## DOWN TO EARTH

Take a look at the totals of each list. Does one list have more marks than the others? If so, that may be your primary spiritual gift. Does a second list stand out above the remaining five? That may be a secondary gift.

If no list stands out, look over the descriptions and see if one fits you better than the rest. Keep in mind that other issues, including stress, may block your ability to see a spiritual gift—and could block a gift from being displayed at all. So be patient, and come back to this exercise later if necessary.

This test looks for six of what have been called the “seven motivational gifts” in Romans 12:3–8. (We cut the one on financial giving because that usually comes later in life.) Here are their descriptions:

### LIST 1: PROPHECY

If you have the gift of prophecy, you're probably highly sensitive to whether others are okay spiritually. You may not notice this now, but it may become clear as you mature. Being a prophet doesn't mean you have to hear God's audible voice talking to you; it means you're able to understand God's message.

## IT'S UP 2 YOU CONTINUED

### LIST 2: SERVICE

If you have the gift of service, you want to take care of the practical and physical needs of others. You're good at identifying unmet needs and helping others.

### LIST 3: TEACHING

With this gift, you have a passion for the truth and tend to make it clear for others. You can communicate important information as a teacher or coach.

### LIST 4: EXHORTATION

People with this gift are often seen as the encouragers or cheerleaders of a group. You can bring comfort and counsel to others.

### LIST 5: ADMINISTRATION

If you have this gift, you like getting people to work together toward a goal. When you and your friends are planning a major activity, you're likely the one who gets everyone and everything organized.

### LIST 6: MERCY

The gift of mercy is not "feeling sorry" for people. If you have this gift, you have a strong desire to heal physical and/or emotional wounds. You feel compassion for hurting people, and translate that into actions that show love and relieve suffering.

## TAKEAWAY

Other gifts may fall under the six categories listed here. For example, the gift of hospitality could fall under the headings of either mercy or service.

Remember, this is not a scientific test with absolute answers. But it does give you a good starting point for considering what your spiritual gift(s) may be.

## KINGDOM KEY 14 RESILIENCE

For the Here 2 Help section, have ready the same YouTube sports clip from Key 11.

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 100 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. Describe a time when you had to bounce back after being disappointed.
2. When is it okay to feel disappointed?
3. True or False? If you want to be resilient, you have to ignore your feelings. Explain your answer.

### JUST 4 FUN

Talk with your child(ren) about how they would respond in each of the situations listed on page 101 of the *Kingdom Quest* strategy guide.

Discuss practical things they can do to handle the challenging situations they listed on page 101. For example, if they don't handle changes in their plans or schedule well, discuss ways of coping. Perhaps they can ask others to share plans and schedules early enough to allow time for your child(ren) to adjust to the change.

### HERE 2 HELP

In addition to discussing the material on page 102, share the following extended metaphor with your child(ren). Watch the YouTube clip from Key 11, but this time discuss the emotions of the losing team and what those teammates must do in order to rebound.

## RESPOND LIKE A WELL-TRAINED ATHLETE

Why do you need resilience? Resilience is very important because it makes you stronger. It gives you the ability to bounce back from life's problems. How you respond to what happens in your life impacts how far you can move toward your dreams and goals. Consider resilience like those extra "lives" in a video game. Resilience gives you the ability to bounce back and start again.

Have you ever watched a team sport such as football, basketball, softball, or soccer? Any time two teams play against each other, resilience is a key to winning. The team



## HERE 2 HELP CONTINUED

members who face their opposition and respond the best to obstacles—either on offense or defense—make up the team that will outplay the other one.

Whatever the challenge is—big or small—it is how you respond to it that will determine how well you move forward in life. When something comes at you and gets in the way of your goals or what you were doing that moment, day, or week, respond to it with a resilient can-do. Remember, resilience can be learned, but it takes practice. So start now.

Imagine what would happen during a soccer game if a player just stood there with the ball and let the opposing team member steal it. Or imagine a football team lining up on defense against the run, and then picture the running back going straight at them instead of weaving to find a way around or through. Neither of those players would last long on the team because the athlete didn't possess the skill to respond.

In life, just like in sports, you must respond. There *will* be bad days. There *will* be negative people. Your parents might move your family to a new town. Someone you were friends with last week may say something negative about you this week. Maybe a class that used to be easy is now hard because you have a new teacher. Possibly a family member is sick or you didn't get a toy you wanted. Will you be ready to respond with hope and a can-do attitude?

## IT'S UP 2 YOU

A copy of the resiliency quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 104–107 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score in the 21- to 29-point range may need additional encouragement that they can learn to persevere.

1. I look at mistakes as an opportunity to learn how to do something better.  
**A. ALWAYS   B. MOST OF THE TIME   C. SOMETIMES   D. RARELY**
2. I have someone in my life I can count on for encouragement when I'm disappointed.  
**A. YES, THERE IS SOMEONE WHO WILL HELP ME OVERCOME HARDSHIPS.**  
**B. SOMETIMES**  
**C. SELDOM**  
**D. NEVER. IT'S UP TO ME TO DECIDE WHETHER OR NOT TO QUIT.**
3. When things around me are out of my control, I try to stay positive and learn as much as I can from the situation.  
**A. ALWAYS   B. MOST OF THE TIME   C. SELDOM   D. NEVER**
4. I've had trials in my life that I wasn't certain I could overcome.  
**A. YES, MANY TIMES   B. YES, A FEW TIMES   C. SELDOM   D. NEVER**

**IT'S UP 2 YOU CONTINUED**

5. If I see change coming and it's not my idea, I resist it.  
**A. I RESIST CHANGE WHETHER IT'S MY IDEA OR NOT.**  
**B. YES, USUALLY**  
**C. SOMETIMES**  
**D. NO. CHANGE IS EXCITING!**
6. When my plans fall through, I don't know what to do.  
**A. ALWAYS   B. MOST OF THE TIME   C. SELDOM   D. NEVER. I GO TO PLAN B.**
7. Sometimes it's good to be flexible, but other times you should stand your ground.  
**A. TRUE**  
**B. FALSE. YOU SHOULD ALWAYS BE FLEXIBLE.**  
**C. FALSE. YOU SHOULD ALWAYS STAND YOUR GROUND.**
8. If people wrong me or hurt my feelings, I can forgive them easily.  
**A. YES, ALMOST ALWAYS**  
**B. YES, SOMETIMES**  
**C. YES, BUT IT DEPENDS ON WHAT THEY DID.**  
**D. NOT REALLY, I FOCUS ON PROTECTING MYSELF.**
9. When something goes wrong, my initial reaction is to look for who is to blame.  
**A. YES, IT'S IMPORTANT TO FIND OUT WHO IS RESPONSIBLE.**  
**B. OFTEN. I DON'T WANT IT TO BE PINNED ON ME.**  
**C. SELDOM. THINGS GO WRONG ALL THE TIME.**  
**D. NO, I TEND TO LOOK FOR SOLUTIONS TO THE PROBLEM.**
10. I don't understand why some people will try to do something over and over, even when they fail.  
**A. RIGHT! WHAT ARE THEY THINKING?**  
**B. SOMETIMES YOU NEED TO KNOW WHEN TO GIVE UP.**  
**C. IT MAKES SENSE AS LONG AS YOU TRY DIFFERENT WAYS.**  
**D. NEVER GIVE UP. NEVER, NEVER, NEVER.**

## IT'S UP 2 YOU CONTINUED

### RESILIENCE SCORECARD

1. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
2. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
3. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
4. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
5. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
6. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
7. Answer:	<b>A-5</b>	<b>B-3</b>	<b>C-3</b>		<b>POINTS:</b>
8. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
9. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
10. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>

**TOTAL POINTS:**

## IT'S UP 2 YOU CONTINUED

### RESILIENCE PROFILE

*If your total points score was . . .*

**40–50:** Your character is already resilient. You've made mistakes but can honestly say you're a better person because of what you learned from them. You know the value of staying positive and not thinking negatively. When you don't let your circumstances get you down, you gain authority over your circumstances that causes others to look up to you. Rather than blaming others, you're focused on solutions, and may embrace change as a new adventure in life.

**30–39:** Resilience is a valuable character trait that develops by pressing on when times get hard. Resilience requires taking action and forgiving others. You keep moving even after you fall. Middle school will be difficult for you if you are not resilient. Certainly over the next few years you will be pushed down—it's not a matter of "if" but of "when." Keep pressing forward.

**21–29:** Whether you're more timid by nature or you've been taught not to take risks, realize that you are overly cautious. Adversity and trials make us stronger; steel is resilient because it has been tempered at very high heat, which gives it the strength to endure great stress. Seek a responsible adult—whether a parent or a mentor—who can encourage you to persevere, to forgive, and to keep moving forward when faced with adversity of any kind.



## BONUS ROUND

### A Beach Ball Object Lesson

Beach balls  
Permanent markers

1. Pass out deflated beach balls. Ask your child(ren) to bounce them and toss them.
2. Now ask them to inflate the beach balls, then bounce them and pass them again. Talk about the difference—how air inside the balls help them bounce. What's inside of us helps us bounce back when we hit something hard in life. That's resiliency, the ability to bounce back when life is hard.
3. If you are working with more than one child, divide the children into groups with a ball and marker for each group. Otherwise, give your child a ball and a marker. Ask child(ren) to talk about what is inside of them that can help them be resilient. Have them, or you can help them, write what they say on their ball. Invite them to also write a Scripture on the ball.
4. Share the words written on the ball(s).



### Bounce-Back Game

Talk more about Paul and his difficulties. There is a list in 2 Corinthians 11:23-28 that you can read. Paul remained resilient. He responded by first trusting in God's grace. Read 2 Corinthians 12:9-10 to see what Paul thought about all his problems.

Form a circle and use one of the beach balls. Bounce it. Whoever catches it must comment on a word their fingers touch, or they can yell, "With God's help, I can bounce back."

### Bounce-Back Chat

When the game is done, have a discussion:

1. Name a problem Paul faced.
2. What helped Paul when he had a big problem?
3. What are some problems that you have?
4. What can you do if you have a problem—big or small?

## KINGDOM KEY 15 GOALS

For the Just 4 Fun section, your child(ren) will be revisiting the forms, taglines, and vision statements they created in Key 1: Identity. You'll also need to be ready to host a group activity where the children write on sheets of paper posted to the walls. You may want to photocopy page 111 of the *Kingdom Quest* strategy guide so that extra copies are available.

For the Here 2 Help section, you'll need supplies to make a poster.

### FROM THE WORD

Share these verses with your child(ren).

Delight yourself in the LORD; And He will give you the desires of your heart. —[PSALM 37:4 \(NASB\)](#)

I press on toward the goal for the prize of the upward call of God in Christ Jesus. —[PHILIPPIANS 3:14 \(NASB\)](#)

### QUESTIONS 2 PONDER

Ask your child(ren) to write down the answers to the following questions, which appear on page 109 of the *Kingdom Quest* strategy guide, or you can discuss them individually or in a group. At the end of the lesson, ask your participant(s) to reevaluate their answers and then affirm any areas in which they have matured in their understanding.

1. What is the connection between your goals and your purpose?
2. Are long-term goals more important than short-term goals? Explain.
3. Is it okay or dangerous to have unrealistic goals for yourself? Explain.
4. Do you think that someone else can set goals for you?

### JUST 4 FUN

Your child(ren) will be learning about making both short-term and long-term goals. They will need you to sign page 111 of the *Kingdom Quest* strategy guide after you have reviewed their goals.

## HERE 2 HELP

Make a poster with the following SMART lesson from page 113 of the *Kingdom Quest* strategy guide. Hang the poster where your child(ren) can see it throughout the week.

- S**—Goals need to be **specific**. This will help you make choices on what to do or not to do in order to reach them. For example, say you want to become an astronaut someday. Your specific goal could be this:  
I will read a book this week about being an astronaut.
- M**—Goals need to be **measurable** in some way. For example, you might change, “I want to be kinder to people,” to “I will be nice to my brother when he annoys me.” You can tell if you did the second goal, but not the first.
- A**—Goals need to be **attainable**—something you might be able to do. For example, don’t set a goal of being able to kick a football over a mountain—it’s impossible. Set yourself up for success rather than failure by choosing goals that are attainable.
- R**—Goals need to be **relevant**. They need to mean something to you. If you are not interested in the goal, you will give up on trying to meet it.
- T**—Goals need to have a **time frame** connected with them. Write on your calendar what you need to do tomorrow and next week to meet your goal. This will keep you on track.

## IT’S UP 2 YOU

A copy of the goals quiz has been provided so that you may take it and discover your own strengths and weaknesses. (The original is on pages 114–117 of the *Kingdom Quest* strategy guide.) Make sure to help each child score the quiz correctly. Children who score in the 20- to 29-point range may need additional help in understanding how to plan for the future. Go through the material on page 117 of the *Kingdom Quest* strategy guide with any child who needs extra encouragement.

1. In my family, we set goals together.
  - A. YES, AND WE MONITOR OUR PROGRESS.**
  - B. YES, BUT WE DON’T FOLLOW UP.**
  - C. WE TALK ABOUT GOALS SOMETIMES.**
  - D. NO, GOALS AREN’T A TOPIC OF CONVERSATION.**
2. I set long-term goals for myself.
  - A. FREQUENTLY, AND I REVISIT THEM.**
  - B. SOMETIMES**
  - C. SELDOM**
  - D. VERY RARELY. I LIVE DAY-TO-DAY.**
3. I set short-term goals for myself—things that I can accomplish in a day or less.
  - A. YES, FREQUENTLY**
  - B. YES, ESPECIALLY WHEN I HAVE A PROJECT DUE.**
  - C. SOMETIMES, BUT I SELDOM ACHIEVE THEM.**
  - D. RARELY OR NEVER**

## IT'S UP 2 YOU CONTINUED

4. My goal, when I am faced with a problem, is to . . .
  - A. LEARN AS MUCH AS I CAN SO I CAN HELP OTHERS.
  - B. NAVIGATE SAFELY THROUGH IT.
  - C. FIND OUT WHO IS TO BLAME FOR THE SITUATION.
  - D. TRY TO AVOID TRIALS AT ALL COST.
5. I have a vision for myself in the future, and I'm successful.
  - A. YES, MY FUTURE IS BRIGHT.
  - B. YES, BUT I'M NOT SURE HOW TO GET THERE.
  - C. I HAVEN'T REALLY THOUGHT ABOUT MY FUTURE MUCH.
  - D. I SEE ONLY DIMLY.
6. One of my goals in life is to be a disciple of Christ.
  - A. YES, I ACTIVELY PURSUE THIS GOAL.
  - B. YES, I THINK THIS IS AN IMPORTANT GOAL.
  - C. I HAVEN'T GIVEN THIS MUCH THOUGHT AS A GOAL FOR MY LIFE.
  - D. I DON'T REALLY HAVE LIFE GOALS.
7. My goal for my friendships right now is . . .
  - A. NOT BE ALONE.
  - B. HANG WITH PEOPLE WHO THINK AND ACT LIKE I DO.
  - C. BE NICE TO OTHERS.
  - D. PROMOTE THE WELL-BEING OF OTHERS.
8. I can give myself permission to put my goals on pause.
  - A. YES, I OCCASIONALLY DO THIS.
  - B. NOT REALLY. I LIKE TO KEEP PRESSING THROUGH TO THE GOAL NO MATTER WHAT.
  - C. YES, I DO THIS OFTEN-MAYBE TOO OFTEN.
  - D. NO, IF I PAUSE FROM PURSUING A GOAL, I WON'T START AGAIN.
9. Other people help me plan my goals, and I achieve them.
  - A. YES, AND I LEARN AND GROW FROM THE PROCESS.
  - B. YES, AND I'M NOT TOO EXCITED ABOUT IT.
  - C. SELDOM OR NEVER-I WISH THEY WOULD.
  - D. THEY USED TO, BUT THEY'VE GIVEN UP ON TRYING TO MAKE ME DO THINGS I DON'T WANT TO DO.
10. My parent(s) support the goals I have for my life.
  - A. STRONGLY DISAGREE; I DON'T HAVE ANYONE TO GUIDE ME TOWARD MY GOALS.
  - B. DISAGREE; BUT I HAVE ANOTHER ADULT IN MY LIFE WHO DOES SUPPORT ME THROUGH ENCOURAGEMENT AND MENTORING.
  - C. AGREE; THEY ENCOURAGE ME AND WE TALK ABOUT MY PROGRESS.
  - D. STRONGLY AGREE; THEY HELP ME PLAN AND SET GOALS.



## IT'S UP 2 YOU CONTINUED

### GOALS SCORECARD

1. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
2. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
3. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
4. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
5. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
6. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
7. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>
8. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
9. Answer:	<b>A-5</b>	<b>B-4</b>	<b>C-3</b>	<b>D-2</b>	<b>POINTS:</b>
10. Answer:	<b>A-2</b>	<b>B-3</b>	<b>C-4</b>	<b>D-5</b>	<b>POINTS:</b>

**TOTAL POINTS:**

IT'S UP 2 YOU **CONTINUED****GOALS PROFILE**

*If your total points score was . . .*

**40–50:** You're a goal setter! You have already organized a path for your life that can enable you to achieve great things. Now you need to set goals to help further the kingdom of God. Be grateful for a parent or other adult in your life who has taught you to set goals and who helps you to accomplish goals toward your vision. Be sure to stay prayerful and in God's Word for changes in direction He may give you along the way.

**30–39:** Somewhere along the way, you've been taught that goals are important, but you may lack the support or initiative to set goals, self-check your progress, and press toward the prize (Philippians 3:14). You need to prioritize goal setting. That means giving time, energy, thought, and prayer to discovering who you are. That includes your passions, God-given gifts, and talents. You can find a kingdom purpose for your life that brings you joy and is a blessing to other people.

**20–29:** There is no time like the present to ask yourself, *Who am I and why am I here?* You were made on purpose, for a purpose, by a loving God who has a plan for your life. That plan will unfold as you spend time with Him in prayer and as you begin serving others. Take advantage of the resources around you—your school library's Internet connection, the school counselor, or resources at your school—to learn about options for your future. Engage in conversations with a teacher, mentor, parent, or grandparent whom you admire and trust. He or she will help you stay on track with short- and long-term goals. When learning to be a goal-setter, start small and short-term and then build to the large, long-term goals. Break those long-term goals down into do-able, measurable parts. You can do all things through Christ, who strengthens you (Philippians 4:13).



## APPENDIX: THE ROMANS ROAD

### HOW TO MAKE SURE YOU'RE ON YOUR WAY TO HEAVEN

Be sure your child(ren) know how and why they are a Christians. If they are saved, make sure they know how to lead someone else to Christ using the Romans Road and a simple prayer. The following paragraphs are taken from page 126 of the *Kingdom Quest* strategy guide and should be used to make sure your child(ren) are equipped for the kingdom:

#### *Where Do I Go from Here?*

Have you ever confessed your sin to God and trusted in Jesus Christ alone for your salvation? If not, there's no better time than right now.

It all begins with a simple prayer. The exact wording isn't important. What matters is that you mean it. Here's an example:

*Dear Jesus, I confess that I am a sinner. I deserve the punishment that results from sin. Jesus, I believe that You are holy and sinless, that You died on the cross at Calvary and rose from the dead to give salvation. I now place all my confidence in You as my Savior. Please forgive me of my sins and grant me eternal life. Thank You for saving me. I want to live my life for You. Amen.*

If you prayed that prayer for the first time, I want to welcome you into the family of God. Also, talk with your pastor, your Guide, your parents, and a Christian friend. Let them know all about your decision so they can encourage you and help you to grow in your newfound faith.

## A FINAL NOTE

It has been a number of years since I first envisioned creating a tool like this for parents and mentors to use in preparing young boys or girls for kingdom life, and I'm thrilled that it has come about. There is no greater joy than seeing children walk with the Lord—whether they are your own children, youth at church, students from a nearby school, or young people in your neighborhood. I hope you enjoyed getting to know your child(ren) and watching them mature over the course of fifteen weeks. This program connects with the principles outlined in *Raising Kingdom Kids*. There is also a *Raising Kingdom Kids* DVD curriculum to help parents or groups experience parenting on a deeper spiritual level. No matter which Bible material or curriculum you choose, keep discipling your child(ren). Intentionally develop yourself as a spiritual leader in your home and teach your child or children in structured ways that will build their faith. I have found no other time and energy investment to be as worthwhile—it's great for me, my family, my church, and the kingdom. It doesn't get any better than that.

*Tony Evans*